EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE

Realising the Goal of Educational Equity

Editors

Rev Dr L.Vasanthi Medona
Dr M.Maria Saroja
Dr R. Indra Mary Ezhilselvi
Ms E.Michael Jeya Priya
Ms C.Deepa

EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE

Realising the Goal of Educational Equity

Editors

Rev Dr. L. Vasanthi Medona

Dr. M. Maria Saroja

Dr. R. Indra Mary Ezhilselvi

Ms. E. Michael Jeya Priya

Ms. C. Deepa

EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE

Realising the Goal of Educational Equity

EDITORS

Rev Dr L. Vasanthi Medona
Principal
St.Ignatius College of Education(Autonomous),Palayamkottai

Dr M. Maria Saroja
Research Director
IQAC Coordinator & Associate Professor of Biological Science
St.Ignatius College of Education(Autonomous),Palayamkottai

Dr R. Indra Mary Ezhilselvi
Controller of Examinations &
Assistant Professor of Psychology
St.Ignatius College of Education(Autonomous),Palayamkottai

E. Michael Jeya Priya
Assistant Professor of Biological Science
St.Ignatius College of Education(Autonomous),Palayamkottai

C.Deepa
Assistant Professor of Physical Science
St.Ignatius College of Education(Autonomous),Palayamkottai

From the Editor's Desk

Inclusion is all about celebrating diverse learners in the mainstream setup. It is the first step in changing perspectives and attitudes towards students with various difficulties and giftedness. Inclusion paves the way for the philosophy that every child is welcomed regardless of their ability or disability. Inclusive education is not just a set of practices but also an attitude. Rehabilitation professionals play a pivotal role in promoting, maintaining and restoring the abilities of persons with intellectual and developmental disabilities. There is a global trend of shifting the focus of rehabilitation services from traditional settings to community-based and family-focused practice during pandemic times. Rehabilitation professionals are increasingly called upon to respond to the needs of society and individuals with disabilities. It is essential to update the knowledge of educational professionals to improve the quality of educational opportunities provided to students with intellectual and developmental disabilities. Inclusive education is seen as a process of addressing and responding to the diversity of needs of all learners by increasing participation in learning, cultures and communities and reducing exclusion from education and within education. The main goal of the international Seminar is to foster a better understanding of inclusive education and to endorse the adoption of inclusive education practices at a global level. To provide a platform for educators and researchers to share best practices and innovative approaches in special education and to facilitate the establishment of a global network and collaborative community dedicated to enhancing the education of children with exceptional needs. The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenges and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met, and every student has an opportunity to succeed. The National Education Policy 2020 has conveyed the educational system's structural change, which aims to make India the global knowledge superpower, ensuring equity and Inclusion. NEP aims to provide equity and Inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. Based on the deliberation and collaborations of the delegates through this Seminar, we hope to create a shared understanding of the critical role that inclusive education can play in achieving quality education for all nationwide. The discussions will clarify the problems and issues involved when a country adopts an inclusive education approach. Conclusions and recommendations will be drawn regarding introducing equitable, effective and democratic educational policies of quality, at the heart of which will be the values of Inclusion. The Seminar will provide a valuable opportunity for rehabilitation professionals and other stakeholders in education from different cultural backgrounds and diverse fields to explore the global impact of Inclusive Education as a field of practice on community and individual rehabilitation. A national perspective will be used to promote the generation and implementation of evidence-based practice and promising practices to advance the education of students with intellectual and developmental disabilities in inclusive settings. Through sharing and exchange of information on the latest developments in the disciplines among experts from across the country, the Seminar will contribute to formulating global and regional strategies in advancing educational opportunities for students with intellectual and developmental disabilities

The Seminar focused on these thought provoking thrust areas.

- ❖ Principles of Inclusive Classroom Practices
- ❖ Practical Strategies for creating inclusive classrooms
- ❖ Individualized Education Plans (IEPs)
- ❖ Personalized Goals and Tailored Instruction
- ❖ Leveraging Assistive Technology
- ❖ Promoting Inclusion through Social-Emotional learning
- ❖ Community Engagement and Collaborative Partnerships
- ❖ Professional Development in Special Education
- ❖ Rights of Students with Disabilities
- ❖ Instruction and Intervention for Assessment and Monitoring
- ❖ Having received a good response from participants, we, the editorial board, are glad to bring forth this **International Seminar Proceedings** to disseminate the knowledge, values and skills to all ignited minds.

We are grateful to **the Association of Parents With Differently-Abled Children Ulaanbaatar, Mongolia** for their collaboration.

Rev. L. Vasanthi Medona
Dr. M. Maria Saroja
Mrs. E. Michael Jeya Priya
Dr.R. Indra Mary Ezhilselvi
Mrs.C.Deepa

INAUGURAL ADDRESS

Rev Dr A. Michael John SJ

Director &

Associate Professor in Management Studies

Xavier Institute of Business Administration

Palayamkottai

Session I- "PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM"

RESOURCE PERSON

Dr. Latha Rajendran

Principal

Dr. MGR Institute of Special Education and Research

Chennai

Session II-"EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE"

RESOURCE PERSON

Ms. Sambuu Selenge

Executive Director of the Association of Parents with Differently-abled Children

Ulaanbaatar, Mongolia

VALEDICTORY ADDRESS

Dr. S. M. Abdul Kader

Principal

Sadakathullah Appa College (Autonomous)

Tirunelveli

S.No	Content	Page No

PROMOTING INCLUSION THROUGH SOCIAL-EMOTIONAL COMPETENCIES

*Rev Dr Vasanthi Medona. L
Principal
St. Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

Inclusive classrooms provide new opportunities for group membership and the creation of effective learning environments. In order to facilitate the success of inclusion as an approach and philosophy, it is important that all class members as well as their teachers develop the skills to understand one another and to communicate and work together effectively. Social-emotional learning (SEL) is aimed at developing these skills and is generally defined to involve processes by which individuals learn to understand and moderate their own feelings, understand the feelings of others, communicate, resolve conflicts effectively, respect others, and develop healthy relationships. These skills are important to both children with disabilities and to those without, in terms of overall social development, perceptions of belonging, and promotion of overall mental wellness, as well as mitigation of the development of mental illness. Research suggests that SEL programming has the potential to effectively enhance children's academic, social, and relational outcomes. Moreover, teachers who teach SEL in their classrooms have also demonstrated positive outcomes. Despite these encouraging findings, implementation of SEL has been hampered by some limitations, including the lack of a consistent definition a limitation that in turn affects research findings; lack of teacher education in SEL, which erodes confidence in the fidelity of implementation; and concerns that current SEL programs are not sensitive to cultural differences in communities. Together, the strengths and limitations of SEL illuminate several policy implications regarding the most advantageous ways for SEL to contribute to the success of inclusion in classrooms and schools.

Keywords: Social-emotional learning, CASEL Framework, Self-Management, Social Awareness

Introduction

   The academic, social, and emotional needs of children in schools continue to grow. Inclusive education is a child's right, not a privilege. The amount of current attention given to children and to childhood is unprecedented. In a world affected by financial crises, attitudes about children's needs are very important. Recent years have seen innovations in the focus of research, as political moves that challenge the ways different children have been excluded and silenced. Inclusive education is a real and urgent need for all educational systems around the world (Mag., Sinfield., & Burns,2017). When SEL becomes a school focus, student-teacher relationships improve, classroom management challenges decrease, instruction thrives, and teacher burnout diminishes (Durlak et al., 2017; Taylor et al., 2011). School leaders need to know how to examine and advance their own SEL and the educators they supervise. Understanding how to harness these dispositions and unleash SEL knowledge and skills will productively nurture and sustain positive interactions among educators and their students (Durlak et al., 2017).

   Social-emotional Learning has been emerging as an effective process for cultivating the necessary skills, attitudes, competencies, and knowledge to learn and achieve well-being. These skills help to create a safe space for children to learn together and grow into understanding and empathic adults. According to various research, people with strong socio-emotional skills are better equipped to manage daily challenges, build positive relationships and make informed decisions. More than ever, students across the world report rising levels of anxiety and depression during the pandemic. In such difficult times, Educational Technology has

played a major role and has been leveraged by the various educational communities to reach out to the students and make them feel less isolated. In recent years, India has also seen a phenomenal shift in the approach where the focus of education is to develop human beings capable of rational thought and action, possessing compassion and empathy. The New education policy talks about socio-emotional learning for the holistic development of the child. Amid school closures, technology has been helping the educational communities to be in touch with the students with various platforms like WhatsApp, Video calling, Zoom, Google Classrooms, Radio, and television, to be able to reach every part of the spectrum (Sharma,2021). As professionals charged with fostering student learning and well-being, educators school leaders, teachers, school counsellors, and preservice teachers should demonstrate social-emotional competence. When SEL becomes a school focus, student-teacher relationships improve, and classroom management challenges decrease, instruction thrives, and teacher burnout diminishes (Durlak et al., 2017; Jones et al., 2013). School leaders need to know how to examine and advance their own SEL and the educators they supervise. Understanding how to harness these dispositions and unleash SEL knowledge and skills will productively nurture and sustain positive interactions among educators and their students (Durlak et al., 2017).

Addressing diversity and acknowledging the trauma experienced by children presents a challenge for educators who seek to provide learning opportunities that are inclusive and effective for all students (Ralabate, 2011). Planning for learner variability has long been a part of a teacher's role; however, we now know that attention to the social and emotional learning needs of students is key. According to Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Social-emotional learning and Inclusive Education

The inclusion of students with disabilities within general education has significant implications for society as a whole. The community for people with disabilities is historically among the most marginalized and oppressed. In the 19th century, many persons with disabilities in Western society were either euthanized or abandoned in institutions that subjected them to poor living conditions, abuse, and in some cases, experimentation (Michael,2013). This treatment of persons with disabilities reflected values and stigmas held by broader society, which in part was misinformed by the eugenics movement. History demonstrates the consequences of widespread prejudice, discrimination, and the need for deliberate action to reduce societal stigmas. As attitudes towards persons with disabilities evolved throughout the 20th century, a culmination of global initiatives and policies has advanced the cause of inclusive education, which in turn promotes SEL values. Social-emotional learning supports inclusion by providing students with the skills they need for inclusive education to be effective. There are five core competencies within the SEL framework Self-management, self-awareness, social awareness, relationship skills, and responsible decision-making (Susanne,2015).

- Social awareness is defined as empathy and understanding of diverse perspectives and cultures.
- Social awareness skills include considering the viewpoints of others, engaging in compassionate acts, and expressing gratitude or concern for others.
- Relationship skills involve forming and sustaining healthy, supportive relationships, successfully navigating social situations with people of diverse backgrounds, and demonstrating cultural competency.

- Responsible decision-making is defined as demonstrating open-mindedness and making constructive decisions across various settings.
- Including students with disabilities in general education, classrooms allows developing students to demonstrate these skills by expressing compassion and respect towards members of the disability community and considering their unique perspectives (Thomas et al 2016).

CASEL Framework

CASEL has proposed an integrated framework for systemic social and emotional learning that highlights five SEL competencies promoted through multiple contexts. The framework is widely used by researchers, educators, and policymakers to help establish systematic, equitable, evidence-based social and emotional learning for all preschool to high school students. It guides the design, implementation, and continuous improvement of school-family-community partnerships, to enhance the social, emotional, and academic competencies of young people. The framework addresses five broad, interrelated areas of competencies that can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness and fulfilling careers.

Figure 1. Showing The CASEL 5 SEL framework: The CASEL wheel (Mortona&Pilgrima2023)
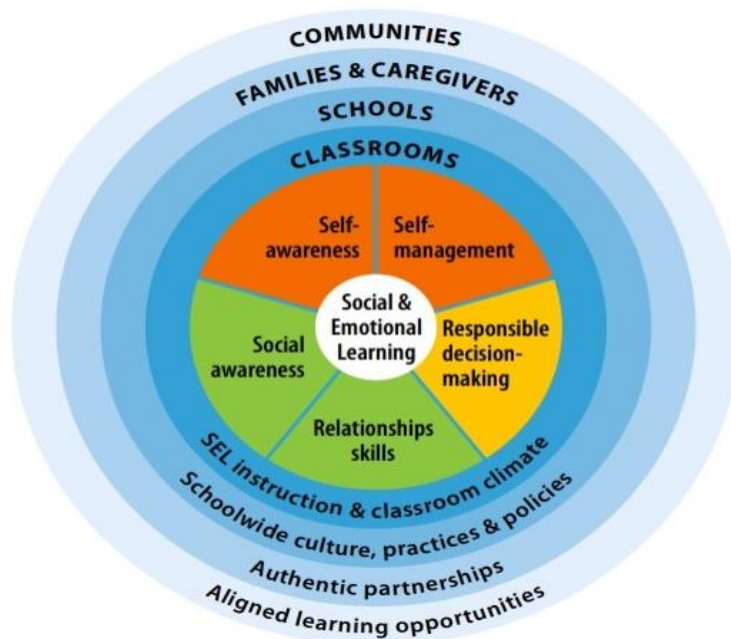
- ❖ **SelfAwareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. The ability to accurately assess one's strengths and limitations and possess a well-grounded sense of confidence and optimism. Includes: recognizing one's emotions and thoughts, assessing one's strengths and limitations, having confidence, and growth mindset (Mortona & Wilgrima 2023).
- ❖ **Self-Management:** The ability to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. Includes managing stress, controlling

impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

❖ **Social Awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. Includes: taking the perspective of others from diverse backgrounds and cultures, empathy, understanding social and ethical norms for behaviour, recognizing family, school, community resources, and support.

❖ **Relationship Skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. Includes clear communication, active listening, cooperation/teamwork, resisting inappropriate social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

❖ **Responsible Decision Making:** The ability to make caring and constructive choices about personal behaviours and social interactions across diverse situations. Includes: identifying problems, analyzing a situation, solving problems, evaluating, and reflecting on awareness of ethical responsibilities (Sharma,2021).

The benefits and costs of inclusive education

The importance of the inclusion of diverse students in educational settings has many drivers, spanning from human rights to educational, personal and societal gains. Inclusive education has been shown to provide benefits for all students in improving the quality of education offered, as it is more child-centred and focused on achieving good learning outcomes for all students, including those with a diverse range of abilities. A carefully planned provision of inclusive education can improve students' academic achievement, while also fostering their socio-emotional growth, self-esteem and peer acceptance (UNESCO, 2020[10]). Moreover, the inclusion of diverse students can help to fight stigma, stereotyping, discrimination and alienation in schools and societies more broadly. Indeed, the Salamanca Statement and Framework for Action (1994) asserts that: "Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all." The World Bank also argues that equity and inclusion in education are essential for shared prosperity and sustainable development (World Bank Group, 2016). Disparities in education are one of the major drivers of income inequality, both within and among countries. Without basic education, individuals in the bottom 40% of a nation's income distribution are unlikely to be successful in a globalised economy. As the World Bank World Development Report 2012 notes, fair and inclusive education is one of the most powerful levers for a more equitable society (World Bank, 2011). Although there are very important human, economic, social and political reasons for pursuing a policy and approach of inclusive education, it is also a means of bringing about personal development and building relationships among individuals, groups and nations (UNESCO, 2005[28]). Moreover, inclusive education can offer all children a chance to learn about and accept each other's abilities, talents and needs. This process, through the fostering of meaningful relationships and friendships, can strengthen social competencies while also building social cohesion (Council of Europe, 2015). In an increasingly globalised and complex world, inclusive education can strengthen the trust and sense of belonging of citizens and among citizens.

Implementing and Integrating SEL

❖ Gain the support of school leadership to enhance implementation, achieve positive outcomes, and lay the foundation for long-term sustainability.

❖ Invest in ongoing professional development. It is essential to high-quality implementation and the achievement of successful outcomes. Make sure to provide skills training for all adult members of the school community so that everyone can teach, model, and reinforce SE skills in a variety of settings beyond the classroom.

❖ Implement evidence-based programs and practices with fidelity (as they are intended). Because program implementation quality influences outcomes, work with program developers if adaptations are needed to avoid interfering with the essential components that make the program work.

❖ Address implementation issues by proactively anticipating barriers and responding effectively when issues arise.

❖ Support classroom teachers in integrating SE competency promotion into core subject areas and using SEL instructional practices so that SEL can become a part of routine classroom practice throughout the day.

❖ Seek out opportunities to integrate and reinforce the use of key SE knowledge, skills, and concepts from the evidence-based SEL school program at home, through after-school programs, and in targeted supports and interventions provided by school staff or community providers.

❖ Promoting SE competencies through school-based SEL programming is central to effective prevention programming and can be a framework to coordinate the core SS/HS elements. SEL researchers and practitioners agree that by systematically promoting students' SE competency and by establishing learning environments that meet the social and emotional needs of students, schools help them succeed in school and life.

Conclusion

Students with and without disabilities acquire social-emotional benefits from education in inclusive settings. Values taught through SEL programs promote the aspirations of inclusive education, making SEL an essential vehicle for promoting inclusion. Shifting the educational paradigm for successful, long-term inclusive education will require a systemic approach. This approach may involve developing inclusive educational curricula, model school sites, reexamining educational funding, and providing professional development on practices for working with students with disabilities and other diverse backgrounds. These systemic challenges must be faced if society is to meet the necessary changes in education policies and focus our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.

References

Ayse., & Kart,M.(2016). Academic and Social Effects of Inclusion on Students without Disabilities: A Review of the Literature. *Education Sciences*,11(1)16-18.

Belfield C., Bowden B., Klapp A., Levin H., Shand R., &Zander S. (2015). The Economic Value of Social and Emotional Learning, *Journal of Benefit-Cost Analysis,* 6(3), 508-544.

Adam,D., & Kuchler,S. (2015). The social life of materials: studies in materials and society. *Social Anthropology,* 24(2),254-255.

Durlak J. A., Weissberg R. P., Dymnicki A. B., Taylor R. D.,& Schellinger K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development,* 82, 405-432.

Durlak et al., (2017).Social and Emotional Learning as a Public Health Approach to Education. *The Future of Children*, 27(1),13-32.

Humphrey N. (2013). Social and emotional learning: A critical appraisal. *Journal of Research in Special Educational Needs*,14(2).

Mag., Sinfield., & Burns, (2017). The benefits of inclusive education: new challenges for university teachers. *Journal on Efficiency and Responsibility in Education and Science*,15(1), 23-32.

Osher D., Berg J. (2017). School climate and social and emotional learning: The integration of two approaches. State College: Edna Bennet Pierce Prevention Research Center, Pennsylvania State University. *Handbook of youth prevention science*,121-140.

Ralabate, P. (2011, August 30). Universal Design for Learning: Meeting the needs of all students. *Applied Developmental Science*, 1–44.

Sharma S, et al. (2021). Strain Improvement of Native Saccharomyces cerevisiae LN ITCC 8246 Strain Through Protoplast Fusion to Enhance Its Xylose Uptake. *Appl Biochem Biotechnol*,193(8),2470-2474.

Susanne,S.(2015). Social dimensions of inclusion in education of 4th and 7th grade pupils in inclusive and regular classes: Outcomes from Austria. *Research in Developmental Disabilities,* 43-44, 72–79.

Taylor R. D., Oberle E., Durlak J. A., & Weissberg R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88, 1156-1171.

Thomas., Grindal,T., Freeman,B.,Lamoreau,R., Borquaye,Y., & Burke,S.(2016). A Summary of the Evidence on Inclusive Education. Instituto Alan. *Best practices in school psychology*,4,1263-1278.

Yeager, D. S. (2017). Social and emotional learning programs for adolescents. The Future of Children, 27(1), 73-94.

https://www.jstor.org/stable/44219019

http://www.asha.org/publications/leader/2011/110830/Universal-Design-for-Learning--   Meeting-the-Needs-of-All-Students/

https://economictimes.indiatimes.com/news/international/uk/what-happened-to-michael-schumacher-in-2013-and-what-all-we-know-since-then/articleshow/96605365.cms

https://geospatialworldforum.org/speaker/SpeakersImages/Susanne.pdf

https://www.globalcitizenshipfoundation.org/article/social-emotional-learning-for-all-a-call-for-inclusion

https://thedocs.worldbank.org/en/doc/596391540568499043034002018/original/worldbankannualreport2016.pdf

https://documents1.worldbank.org/curated/en/496511496307244599/pdf/SABER-Equity-and-inclusion.pdf

https://www.amazon.com/Story-Pilgrims-Morton-Dexter/dp/1019578084

https://www.matecconferences.org/component/makeref/?task=show&type=html&doi=10.1051/matecconf/201712112011

https://en.unesco.org/sites/default/files/inclusive_education_final_-_january_2021.pdf

https://thedocs.worldbank.org/en/doc/596391540568499043034002018/original/worldbankannualreport2016.pdf

https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/).

INCLUSION CHALLENGES AND BRAIN BASED LEARNING STRATEGIES FOR CHILDREN WITH DISABILITIES

*Dr Maria Saroja. M
Research Director, IQAC Coordinator &Associate Professor of Biological Science
St. Ignatius College of Education (Autonomous),Palayamkottai

ABSTRACT

Inclusive education and special education are based on different philosophies and provide alternative views of education for children with special educational needs and disabilities. They are increasingly regarded as diametrically opposed in their approaches. Development of inclusive special education aims to provide a vision and guidelines for policies, procedures and teaching strategies that will facilitate the provision of effective education for all children with special educational needs and disabilities. This paper highlights the philosophical theories involved in inclusive education, challenges faced during inclusive education, active based, brain based learning strategies and the approaches to improve accessibility of education for children with disabilities.

Keywords: *active based learning, brain based learning, metacognition, and Social constructivist teaching*

Introduction

Inclusive education is generally considered to be a multi-dimensional concept that includes the celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education. It also encompasses the process of school transformation and a focus on children's entitlement and access to education (Loreman et al., 2011). Inclusion education is the collaborative effort of general educators, parents, related-service providers, and all school community members who share a role in the successful education of students with special needs(Salend2011). Effective teachers tend to have well managed classrooms, provide students with the maximum opportunity to learn, maintain an academic focus, have high expectations of what students can achieve, adopt a style that is work-oriented, show enthusiasm, use strategies to keep students on task, motivated, and productive, impose structure on the content to be covered, present new material in a step-by-step manner, employ direct and explicit instructional procedures, use clear instructions and explanations, demonstrate appropriate task-approach strategies, monitor closely what students are doing, adjust instruction to individual needs; re-teach when necessary; provide Frequent feedback to students, use a variety of resources, spent a significant amount of time in interactive, whole-class teaching(Singh,2012).

Cognition and metacognition

Research focuses variously on the development of basic cognitive processes for handling information the 'metacognitive' executive awareness and control of thinking and learning and sometimes on the inter-relationship of these aspects of cognition. There is some acknowledgement that cognition is 'situated', meaning that children's attainment is affected by the familiarity, level of abstraction and the perceived purpose of investigation and problem solving . New developments in neuroscience are shedding some light on variations in brain functions for some children with learning difficulties, but they have yet to provide comprehensive and differentiated implications for teaching(Goddard Blythe, 2003).

Social constructivist teaching

Much current research in this area takes a social constructivist perspective on learning, viewing children as active, curious learners who are motivated to join with other people to solve problems, develop

knowledge and contribute to development of the learning community to which they belong. Learners benefit from the thoughtful attention and support of other people who provide expert knowledge and guidance which is gradually internalised to allow self-regulation. For children with learning difficulties problems may have arisen at any stage in this process – the motivation, the communication and interaction with other people, the skill of the teacher, for example. Responsive teaching strategies based on this approach typically focus on different aspects of teacher-pupil interaction, classroom dialogue, 'real' problem solving and practical classroom activities, pupil choice, and reflection on learning (Watson, 2001). Some social constructivist approaches explicitly hand over some of the teaching responsibilities to pupils via a process of modelling and guided (Rosenshine and Meister, 1994).

Learning modes, styles and preferences

Models of individual differences in learning (e.g. visual, auditory and kinaesthetic modes; multiple intelligences; etc.) have a strong professional interest and resonance. Many case examples are emerging reporting on the use of 'mind-mapping' to help a child with Down syndrome represent his understanding of stories; such approaches to curriculum development are becoming part of many schools' inclusion strategies. There is an ongoing need for research on the effectiveness of these approaches for children identified as having learning difficulties.

Complementing and combining

There is a growing understanding of the need to move away from the belief that one model of learning informs and justifies one model of teaching. So structured behavioural techniques, for example, will be just one set of skills available for selection by teachers according to an assessment of children's overall needs. Remarks on the finding that the more effective interventions for teaching reading are those which have a more comprehensive model of reading and therefore a more complete instructional approach. meta-analysis that a combination of teaching strategies is more effective for children with learning disabilities than other narrower models of teaching, because lower order and higher order reading skills interact to influence reading outcomes. Gersten et al. (2001) provide evidence about the importance of combining explicit instruction with guided problem solving and discussion in order to ensure transfer and generalisation of learning in subjects like mathematics and science for children identified as having learning disabilities.

Inclusion Challenges

Although general education teachers typically support the concept of inclusive education, they often find themselves unsupported and ill-equipped to provide effective instruction and support for diverse students in the inclusive classroom (Bender, 2008). Teachers are often "hungry" for strategies to support students with disabilities in the general education classroom (Bender, 2008). Even when teachers have a positive attitude toward inclusion, knowledge of how to adapt instruction, and the desire to make instructional changes, they still do not significantly alter their traditional whole group instructional approaches (Friend &Bursuck, 2002). As co-teaching becomes more common in the inclusive classroom, two teachers have even more opportunity to provide unique and high-involvement instructional strategies to engage all students in ways that are not possible when only one teacher is present. Such creative options will enhance learning for all students, not just those with disabilities(Friend, 2010).

❖ **Attitude of teachers towards inclusion-**The teacher's attitude is of utmost importance in the education of children with disabilities because their judgments can have a social, emotional and intellectual influence on the well-being of a child. Lack of Training and Lack of Interest. The special school teachers have the training to teach the children with disabilities, but they also need to update their knowledge especially, pedagogy in this field from time to time. Unfortunately, many special

school teachers are interested securing a good job in government or in a local government school. Once they secure such job they lose interest in updating their knowledge, developing new approaches, focusing new way to help children to improve their performance. Further, the teacher's training course for special school teachers fails to train teachers adequately to work in an integrated setting (Mondal& Mete, 2015). Those with temporary jobs in a private school for disabled children, are trying to apply to other schools, and therefore not paying attention to teaching children with disabilities. The majority of school personnel in India are not trained to design and implement educational programmes for students with disabilities in regular schools). Lack of sensitivity amongst the teachers itself acts as an impediment to the education of children with disabilities.

One of the important reasons for considerably insensitive attitudes of teachers towards children with disabilities may be their total lack of training or exposure in the field. It can be argued that the model being adopted by Sarva Shiksha Abhiyan (SSA) is further deskilling mainstream teachers by assuming that the educational needs of children with disabilities are not the primary concern of the general teacher, rather they need to be addressed by a resource teacher or indeed teachers in special schools. NCERT (2006) recommended that there is a need to, "gear all teacher education programmes (both pre-service and in-service) to developing the pedagogical skills required in inclusive classrooms". Implementation of an inclusive curriculum would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level. Adapted curricula and learning materials, for meeting the learning needs of children with disabilities both in content and format, are not readily available in most states. This applies both to adaptation of regular curricula and to differences in curriculum between special and regular schools.

- ❖ **Social Access-**Social access to schooling is important as physical access. It is important that schools recognize the diversity in our situation such as language, caste, class. If the language of instruction in a school in a tribal area is the State language, from class I itself, then the child is likely to find the school environment alienating. The children with disabilities, who come from poor and illiterate families, may not have support to do homework and therefore they may find difficult to take an interest in further studies. The teachers' own patterns of communication with children, the seating arrangements in the classroom, allocation of work between children, can serve to reinforce (or dispel) societal perceptions about the 'proper' role and place of girls and scheduled caste/scheduled tribe (SC/ST) and minority community students. Thus, ensuring access to schooling is a wider challenge and is not confined merely to opening schools in or near the habitations where children reside.

- ❖ **Difficulties Related to School-**Some teachers may be aware that children with disabilities, due to the presence of impairment may not be able to keep up with the pace of class, but they may not pay attention to such children as the number of students in the class is large, and hence, a child with disability remains neglected. This at times also may result in loss of child's interest towards education.

- ❖ **Shortage of Special Teachers-**There are quite Many teachers prefer to teach in schools in big cities therefore there is a dearth of special school teachers in rural and remote areas, despite the number of teachers training courses for special school teachers run by government and nongovernment institutes. Many special schools do accessibility of education for children with disability remains neglected. This at times also may result in loss of child's interest towards education.

❖ **Poverty-**In India, due to overpopulation, in spite of efforts of the Government of India, it is difficult to reduce the percentages of families who are below poverty line. A large number of children with disabilities belong to families that are below the poverty line. Disability may be compounded by poverty because it leads to barriers to education and skill development. Because of economic hardship, families may find difficult to provide educational facilities including expensive assistive device and it becomes challenging for poor families to send children with disabilities to the school.

❖ **Accessibility-**Schools are sometimes far from the home and there is a lack of transportation and lack of accessibility of travelling especially in slum areas in big cities, villages and remote areas. There should be all options of education, such as, open schools, regular schools, special schools, nonformal and alternative education systems, available to all children with disabilities but unfortunately appropriate services are rare or unavailable. Within school premises, children face many difficulties in accessing the washroom, libraries, classroom, and playground. Although the attitudes toward inclusion of children with disabilities are gradually improving, there appears to be less movement with respect to general community attitudes with regard to building "Barrier Free Environments" in which people with disabilities can move about safely, independently and freely to use the facilities.

Active learning and brain based learning strategies

The following teaching strategies provides an opportunity for teachers to explore a multitude of active learning strategies that will support students academically and socially in inclusive settings.

❖ Active learning is a viable option that can accommodate diverse student needs in the inclusive classroom, meeting student and curricula challenges (UdvariSolner&Kluth, 2008). Active learning strategies can be instrumental in the teacher's quest to create positive learning experiences and outcomes.

❖ Brain-based learning and motivational research support such strategies because they provide opportunities to engage students in the learning process.

❖ Interactive teaching strategies leads to education for sustainable learning (Corney& Reid, 2007).

❖ Teachers who embrace experiential learning can use active or hands-on experiences as methods to recognize desirable outcomes and endorse student-centered instructional approaches (Fenwick, 2001).

❖ Student-centered, hands-on experiences improve construction of knowledge, comprehension, and the retention of content information

Active learning strategies

Active learning strategies can support all levels of objectives in Bloom's taxonomy, from knowledge and translation to evaluation and synthesis. Active learning is particularly important for application, which is necessary for learning to transfer from short-term to long-term memory and be easily retrievable. Jarolimek and Foster (1981) describe the "activity mode" of teaching as a set of strategies that involves students in learning by doing things that are meaningful and related to the topic of study. Techniques include role playing, constructing, interpreting, preparing exhibits, processing, group work, and games. Active learning may also apply to inquiry modes of learning, which include such techniques as drawing conclusions, asking questions, and stating hypotheses (J. Wood, 2009).

Brain based learning

Brain imaging devices which helps to look inside the brain and determine which areas are involved as it carries out certain tasks. Some of these discoveries are valuable for diagnosing medical problems, while others have implications for what educators do in schools and classrooms (Sousa, 2007). These strategies can help to differentiate instruction and support students with and without disabilities in the classroom (Bender, 2008). Many of these strategies involve movement, which can cause the brain to release dopamine and noradrenalin, neurotransmitters that help learners feel better, increase energy levels, and assist their brain to store and retrieve information (Jensen, 2000).

Fig.1.Information processing model (Source: Swanson, 1987).
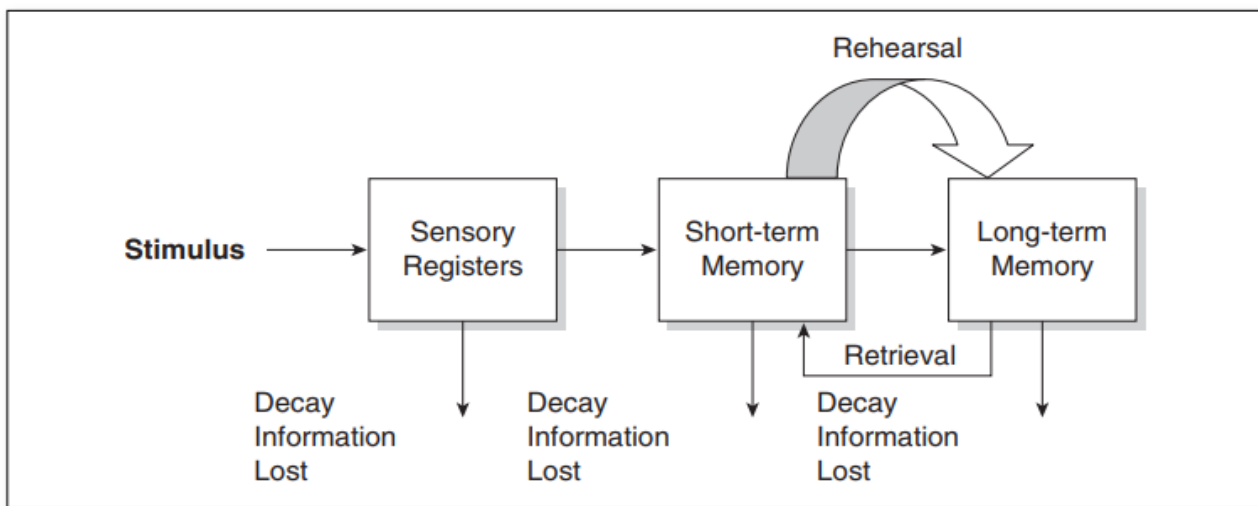
Information Processing Model

The information processing model, is an attempt to describe how sensory input is perceived, transformed, reduced, elaborated, stored, retrieved, and used (Swanson, 1987). The stimulus is perceived by sensory registers and transferred to short-term memory. At this point, there is rehearsal of new content in order for it to be transferred to long-term memory, from which it can be retrieved (Sliva, 2004). Simply stated, learners have to do something with new information to keep it in shortterm memory or transfer it to long-term memory in a meaningful way, so that it can be retrieved as needed. In the same way, new information needs to be held in shortterm memory, or transferred from short-term memory to long-term memory, in an organized manner so that the student can find and retrieve this information easily. If information is to be learned, it will either be transferred to and stored in long-term memory, or a strategy will be utilized to keep the information in short-term memory. Unless a strategy is used to remember this information, it will be lost in about 15 seconds. Some strategies that can be utilized to keep this information active in short-term memory are to rehearse the information, chunk it, elaborate on it, or create visual images of it. Information is then transferred from short-term memory to long-term memory where it is stored until needed. (Sliva, 2004).

Approaches to improve accessibility of education for children with disabilities

Interventions should be effective for children, offer good value for money and be sustainable. Following are the few approaches that can be undertaken to improve accessibility of education for children with disabilities (Limaye,2016).

- ❖ Improving the work on identification of children with different disabilities and promoting overall access to school for them are vital.
- ❖ Involvement of different stakeholders such as school, community leaders, government officers, parents having children with disabilities, Disabled people organization in facilitating education for children with disabilities by adopting partnership approach.
- ❖ The creation of barrier free environment including provision of ramps, transport facilities for accessibility to school.
- ❖ Creating facilities for home based schooling or special education for children with multiple disabilities, deaf-blind and intellectual and severe disabilities who may not be able to attend regular school.
- ❖ Organizing teacher training refresher courses for all teachers from private and government school on information on disability, individual educational plans, teaching learning methods to support the education of children with disabilities.
- ❖ Addressing attitudinal barriers by community awareness programme on disability and education
- ❖ Making it mandatory for representation of parents of children with disabilities in education committee
- ❖ Conducting parental education programme such as workshop, training materials to help parents support their child's learning.
- ❖ Ensuring coordination with various ministries and line departments responsible for education and spell out each one role for effective implementation of educational policy for children with disabilities

Conclusion

Children with disabilities face a number of barriers to achieving their full potential. Due to various hurdles, particularly for those who are poor and who suffer other forms of humiliations, the families of these children frequently experience high levels of stress. Lack of, or inadequate vocational training creates immense obstacles for children with disabilities to get out of their whirlpool of deprivations. They are more likely to live in poverty and face increased risk of social exclusion. Trends in Provision of services in India reflect the leading policy predisposition before the 1970s of segregation. However, changing approaches to disability, from the charity model to the human rights model, have resulted in diversity of policy and practice. Despite the efforts of governmental and nongovernmental organizations (NGOs), there is still a significant need to facilitate access to children with disabilities to educational institutions and to education in general.

References

Bender, W. N. (2008). *Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators (2nd ed.). Journal of Agricultural Education*, 60(2), 12-23.

Friend & Bursuck. (2002). *Including Students with Special Needs: A Practical Guide for Classroom Teachers.* Third Edition.

Gersten, R., & Fuchs, L.S. (2001) Teaching reading comprehension strategies to students with learning disabilities: A Review of Research. *Review of Educational Research*, 71 (2), 279-320.

Gersten, R., Baker, S. et al. (2001).Contemporary Research on Special Education Teaching. In V.E. Richardson (ed.) *Handbook of Research in Teaching (4th Edition)*. Washington DC, 695-722.

Goddard-Blythe, S. (2003) Attention, balance, co-ordination. Special Children, 152, 19-21.

Graham Corney & Alan Reid (2007) Student teachers' learning about subject matter and pedagogy in education for sustainable development, *Environmental Education Research*, 13,1, 33-54

Jensen, J.R. (2000) .Remote Sensing of the Environment: An Earth Resource Perspective. Prentice Hall, Saddle River. *Journal of Great Lakes Research*, 29(2), 62-75

Jensen, J.R. et.al. (2000). Efficient use of commodity futures in diversified portfolios. *Journal of Futures Markets*, 2000, 20(5),489-506

Loreman, T., Deppeler, J. & Harvey, D. (2011) *Inclusive Education: supporting diversity in the classroom*

Mondal, A. & Mete, J. (N.d.) (2015) Education of Children with Disabilities in India: Concern and Policy Perspective Accessed on 9th December 2023 from

http://www.caluniv.ac.in/academic/education_journal/7%20Education%20of%20Children%20with%20 Disabilities%20in%20India%20Concern%20and%20 Policy%20Perpective.pdf

http://epathshala.nic.in/wpcontent/doc/NCF/Pdf/special_ed_final1.pdf

Rosenshine, B. and Meister, C. (1994) Reciprocal teaching: a review of the research. *Review of Educational research,* 64 (4), 479-530.

Salend, S. J. (2011) *Creating Inclusive Classrooms: effective and reflective practices* (seventh edition). Boston, MA: Pearson.

Limaye, S.(2016). Factors Influencing the Accessibility of Education for Children with Disabilities in India. *Global Education Review,* 3 (3). 43-56.

Singh,P. (2012). Teaching Strategies for Inclusive Classroom. *International Journal of Educational Research and Technology,* 3(2) 157- 163.

Sliva, (2004). Teaching Inclusive Mathematics to Special Learners, K-6. https://eric.ed.gov/?id=ED482639

Swanson, H. (1987). Instructional Components that predict treatment outcomes for Students with Learning disabilities: Support for a combined Strategy and Direct instruction model. *Learning Disabilities research and practice*, 14(3), 129-140.

Swanson, H. (1999). Intervention Research for Students with Learning Disabilities: A Meta-analysis of Treatment Outcomes, USA. National Centre for Learning Disabilities.

UdvariSolner&Kluth, (2008), *Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms*, Corwin; Second Edition (Revised Edition).

Watson, J. (2001). Social Constructivism in the Classroom. Support for Learning, 16 (3), 140-147.

Wehmeyer, M. (2002).Self-Determination and the Education of Students with Disabilities. *Exceptional Children*, 63, 373-388.

Woodward, J., Gallagher, D., &Reith, H. (2001). The instructional effectiveness of technology for students with disabilities. *Review of Educational Research*, 67, 503-536.

Wood.J, 2009. The Ethics of Writing for Publication. *Journal of Learning Disabilities*, 29, 382-390.

https://doi.org/10.1177/1054773808330494

https://dera.ioe.ac.uk/id/eprint/6059/1/RR516.pdf

https://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act

http://pib.nic.in/feature/feyr2000/fdec2000/f01122 0001.html

http://www.caluniv.ac.in/academic/education_journal/7%20Education%20of%20Children%20with%20 Disabilities%20in%20India%20Concern%20and%20 Policy%20Perpective.pdf

http://www.ncert.nic.in/sites/publication/schoolcurriculum/Position_Papers/Special%20Needs%20Educat ion%20Final%20.pdf

PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM

Santhana Rajam. S
Ph.D Scholar(Full Time), Department of Educational Psychology
Tamil Nadu Teachers Education University
****Govindan. M***
Former Professor & Head, Department of Educational Psychology
Tamil Nadu Teachers Education University

ABSTRACT

Inclusion of all students including children with special needs are admitted in age appropriate general education classes with adaptation and accommodation in teaching strategies and classroom to meet success in core curriculum is called inclusive education. Inclusive teaching is learning friendly environment for all students with different disabilities and abilities with irrespective of gender, religious and ethnic background. There are International Declarations, International Conventions, International Frameworks, National Commissions & Policies, National Acts & Programs to promote inclusive education. The purpose of inclusive education is equity in treatment and respect in classroom. All students must received equal opportunities to reach their full potential. Educators should identify barriers in classroom, teaching learning strategies to prevent students for their full participation in all activities. The Purpose of this paper is to review various practical strategies to create inclusive classroom for all students.
Keywords : Inclusive teaching, Accommodation, Learning environment

Introduction

Teaching learning process is the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy in effective ways. Learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment. It is essential to ensure inclusive education in designing curricula and assessment by ensuring that our teaching and learning process enhance our teaching effectiveness and can also be used as a medium to eliminate barriers to education to include all-inclusiveness. Some of the practical strategies for creating inclusive classroom are mentioned below.

Differentiated instruction

Differentiated instruction means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, product, learning environment, the use of ongoing assessment and flexible grouping. Teachers can differentiate at least four classroom elements based on student's readiness, interest, or learning profile.

- **Content:** what the students need to learn or how the students will get access to the information.
- **Process:** activities in which the student engages in order to make sense of or master the content.
- **Products:** culminating projects that ask the student to rehearse, apply, and extend what he or she has learned.
- **Learning environment:** the way the classroom works and feels.

Co-operative teaching

Teachers need support and cooperation from colleagues within the school and professionals outside the school. Support can also be made available through other support services such as school advisory centers or special visiting support staff. Sometimes co-operation between schools and additional resources can be provided for the care for students with special needs to creative strengths, knowledge and expertise, as well as the facilities. The ability of co-operating schools to find ways to handle special needs may be essential for integrating students with special needs into mainstream settings. The involvement of parents in inclusive schools should not be underestimated. They should not only be seen as 'parents' in education but also as 'participants'. The Individuals with Disabilities Education Act (IDEA) says that parents and guardians of students with disabilities or special health care needs are important members of their child's education team. They should work with educators to develop a plan that helps kids succeed in school. It is crucial that their needs can be addressed as well and they often need a person upon whom they can rely. They should have a significant role and voice and be informed concerning all details of the planning, implementation, evaluation and the structure and content of the co-operation, especially regarding co-operation between the school, outside agencies and other professionals.

Co-operative learning

In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team. In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored. Peer tutoring or co-operative learning is effective in cognitive and affective (social-emotional) areas of students learning   and development. students who help each other, especially within a system of flexible and well-considered students grouping, profit from learning together.

Heterogeneous grouping

Heterogeneous grouping and a more differentiated approach in education are necessary and effective when dealing with a diversity of students in the classroom. These mixed groups contain students of different ages, educational levels, interests and skills. Heterogeneous grouping allows students to learn from one another differences and provides a chance to interact with diverse individuals. It also enables advanced students to mentor their peers. Contrastive, advanced students in these groups may feel pressured to take on a leadership role or feel the need to slow down when completing an activity to meet the speed of the group. Targeted goals, alternative routes for learning, flexible instruction and the abundance of homogeneous ways of grouping enhance inclusive education.

Effective teaching

Students who need extra help and support in regular school eligible for special education services in the form of an individualized education program (IEP).The curriculum can be modified to individual needs and additional support can be introduced adequately through the Individual Educational Plan (IEP). This IEP should fit within the normal curriculum.

Least Restrictive Environment

In this concept schools must consider providing all needed services in the general education classroom and other integrated settings, all services outside the general education classroom must be justified by the child's individual needs, students must have meaningful access to same age peers without

disabilities, when appropriate. Most students are able to be educated in the general education setting or may need the smaller setting of a resource type classroom for a few of their services. A student should not be removed from the general education environment only because of needed modifications to the general education curriculum.

Universal design for learning

It is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. it advocate for accessible and inclusive instructional approaches that meet the needs and abilities of all learners.

Conclusion

Inclusive education is the most effective way to provide a fair chance for all children to get equal opportunity to learn and acquire skills they need to thrive. It promotes every child to be capable of participating in all activities of the society. Further, it facilitates to felt them as a valued member of the society irrespective of the intensity and severity of their disabilities. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. The involvement and cooperation of educators, parents, and community leaders plays vital role for the creation of better and more inclusive schools to meet the challenges and overcome barriers in the Teaching-learning environment. Policies and Acts are developed to improve quality of life of Children with Special needs in globally. However, the reality is not achieved like policy statements or milestones due to barriers in implementation process. Children with Special Needs are often finds difficulty to access their education and ability to participate in social, economic and political life. In worldwide, these children are among the most likely to be excluded from the mainstream school. They face persistent barriers to education stemming from discrimination, stigma and the routine failure of policy makers to incorporate them in mainstream school services. The challenges can be overcome by introducing various teaching strategies and appropriate adaptation in learning environment that facilitate the students participation in learning and motivate them to acquire new skills. We need to develop an inclusive classroom teaching strategies to make the education joyful for all children so that the education for them is welcoming, learner friendly and beneficial and they feel as a part of it not apart from it. Therefore, Inclusion arose as a good solution to the question of how to educate these children more effectively.

References

Chalmers,L.(1991). Classroom modifications for the mainstreamed student with mild handicaps. *Intervention in School and Clinic,*27(1),40-42.

Dumaresq, C.C., &Tommasini,J.J. (2014). Inclusive practices. Commonwealth of Pennsylvania, 1(6)1-6.

Forlin,C.(1995). Educators' beliefs about inclusive practices in Western Australia. *British Journal of Special Education,*22(4),179-184.

Larrivee, B. (1986). Effective teaching for mainstreamed students is effective teaching for all students. *Teacher Education and Special Education,*9, 173:179.

Leroy,B., & Simpson, C.(1996). Improving student outcomes through inclusive education.*Support for learning,*11(1),32-36.

McManis, L.D. (2017, November 20). Tips for teachers and classroom resources -Inclusive Education: What it means, proven strategies, and a case study. Resilient Educator.https://resilienteducator.com/classroom-resources/inclusive-education/

Munson,S.M.(1986). Regular education teacher modifications for mainstreamed mildly handicapped students. *The journal of Special Education*, 20(4),489-502.

Myles,B.S., & Simpson. R.L.(1989). regular educators' modification preferences for mainstreaming mildly handicapped children. *The Journal of Special Education*, 22(4) 479-489.

Villa, R.A., Thousand, J.S., & Meyers, H. (1996). Teachers and administrator's perception of heterogeneous education. *Exceptional Children*, 63(1), 29-45.

Zulfija, M., Indira,O., & Elmira, U.(2013) The professional competence of teachers in inclusive education. *Procedia - Social and Behavioral Sciences*. 89 ,549 – 554.

EDUCATING CHILDREN WITH INTELLECTUAL DEVELOPMENTAL DISABILITY IN INCLUSION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY

*Bhakyalakshmi. G
Research Scholar
**Dr Ambeth
Assistant Professor
Department of Continuing Education,Tamil Nadu Open University, Chennai

ABSTRACT

Every child has the basic right to education, as it is the best instrument for all-round development of an individual's personality. Disabilities do not make a person a less functional member of the community, by giving equal opportunities and right to education, they develop coping and adaptability to changes in the environment. Inclusive education is an approach to educating the students with special needs with non-special needs students. The prevalence of Intellectual Disability in the overall population was found to be 10.5 cases/1000. There are an estimated 8 million children out of school in India (MHRD 2009 statistics), many of them are marginalized by dimensions such as poverty, gender, disability, and caste. Educating children with IDD plays a vital role for their independent living. Inclusion is anchored on the fundamental rights to education for all promulgated in 1948 Universal Declaration of Human Rights. This article emphasize the importance of educating children with IDD within the context of increased learner diversity, and focuses on utilization of ICT to the needs of children with disabilities in Inclusive Education.

Keywords: Intellectual Developmental Disability, Information and Communication Technology Education for Children with special needs

Introduction

Right of every child to receive equal and same opportunity for receiving basic education. The 21st century is full of technologies and techniques, educating students with disabilities using Information and Communication Technology specifically through the concept of inclusion is important. The enrolment of children with Special needs who were traditionally excluded from the formal education system had paved way to Inclusion. Recent data shows that 61% of children with disabilities aged between 5–19 years are attending an educational institution (UNESCO, Citation2019), compared to the dismal figure of less than 2% in 2001–2002 (Mukhopadhyay & Mani, Citation2002). Technologies are now allowing individuals with disabilities to participate in society more fully and to realise their educational and employment aspirations. Technological advancement in ever increasing range of assistive devices reducing the barriers for persons with disabilities. According to Merriam-Webster's Collegiate Dictionary (2003), inclusion is defined in the education sense as, "teaching challenged children in regular classes, the practice of educating students with special needs in regular classes for all or nearly all of the day, instead of in special education classes"

Intellectual Developmental Disability

Intellectual developmental disability, or IDD, is a term used when there are limits to a person's ability to learn at an expected level and function in daily life. It is a lifelong condition that affects intelligence ,

learning and everyday life skills. It can vary widely in severity and effects. People with Intellectual developmental disability may need assistance and support to communicate, socialize and take care of themselves. (hhs.texas.gov). IDD includes Intellectual Disability, Autism and Learning Disability.

Definition of Intellectual Disability (AAIDD 2010):

American Association on Intellectual and Developmental Disabilities (AAIDD, 2010) defined Intellectual disability as "Significantly sub average general intellectual functioning existing concurrently with deficit in adaptive behaviour and manifested during the developmental period that adversely affects a child's educational performance.

Importance of educating children with intellectual developmental disabilities:

Despite of their difficulties in learning environment, the students with intellectual development disabilities can have the capacity to acquire knowledge and use new information by educating them in inclusive classroom. It helps the children with intellectual developmental disabilities to gain the confidence and to develop their leadership skills and reach their maximum potential.

Educating children with IDD develops their
  ➢ Communication and language
  ➢ Social skills and emotional regulation
  ➢ Academic and cognitive skills
  ➢ Vocational skills and Independent living .

Inclusive approach provides equal opportunities for all to reach their maximum potential and achievement. The Government of India has laid various policies and acts for the important of educating children with disabilities. The Rights of Persons with Disabilities Act (Ministry of Law and Justice [MLJ], 2016), emphasized the Government's commitment to inclusive education, 'Students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities' (Section 18 of 23).

Table.1.Laws and policies highlights for Educating children with Disabilities

Project Integrated Education for Disabled Children (PIED) 1987	Strengthen the integration of learners with disabilities into regular Schools.
The Persons with Disabilities Act 1995	Provision of free education for every child with disability up to 18 years of age in an appropriate setting.
Action Plan for Inclusive Education of Children and Youth with Disabilities 2005	Inclusion of children and youth with disabilities in mainstream education
National Policy for Persons with Disabilities 2006	Ensure inclusion and effective access to education to children with disabilities.
Right to Education Act 2009	Free and compulsory education for all children between 6–14 years, including those with disabilities.
The Rights of Persons with Disabilities Act 2016 (RPWD) Act	Free and compulsory education for children with Disabilities of 6 to 14 years.

National policy of Education 2020	Reduce curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning for children with Disabilities.

Table.2.National Programmes that emphasize the importance of Education for Children with Disabilities

Name of the Programme	Implementation
Integrated Child Development Scheme (ICDS) in 1974	Schooling for pre-5-year-old and early Intervention,
District Primary Education Programme 1994-2002	All children access to primary education Either the formal or non-formal stream
Sarva Shiksha Abhiyan (SSA) 2000	Zero rejection Policy- Primary Education And quality Education for all.
RashtriyaMadhyam Shiksha Abhiyan (RMSA) 2009	Secondary Education &. Universal education To all children between15 – 18years of age.
Samagra Shiksha Abhiyan 2018 - ongoing	Primary and Secondary Education to all

Information and Communication Technology (ICT) and Education for Children with special needs

Information and communications technology (ICT) in education is the process of delivering knowledge in a way that is optimised, enhanced, and supported. ICT is a powerful tool in supporting inclusive practice for Children with Developmental Disabilities. The main aim of ICT for student with disabilities is to provide them equal educational and learning opportunities. It provides wide-ranging support for communication, assisting many learners to engage with learning, including those who are hard to reach, and helps to break down some of the barriers that lead to under-achievement and educational exclusion" (Becta, 2007).

Teaching with the use of technology gained more interest among the students with disabilities and it resulted in the development of several interesting learning activities/skills which led to effective learning. Teacher to make effective use of ICT tools in order to support all students' full inclusion. Student with disabilities are often having difficulty in fitting into the inclusive classrooms. ICT made accessible to engage and facilitate the learning of students with disabilities and thereby develops many skills such as cognitive skills, communication skills, motor skills and prevocational skills.

Uses of ICT for Children with Developmental Disabilities

Technology is used in education for children with developmental disabilities to aid communication, support activities of daily living and to enhance learning. Computer-assisted instruction can help in many areas, including word recognition, reading comprehension, Phonetics, math, spelling for Children with Learning Disabilities and Communication, cognition and social skills for children with ID and Autism.. Computers have also been found to promote interaction with non-disabled peers.

ICT support the learning of children with Intellectual & Physical Disabilities

With the help of Technology, Assistive devices are designed/made, or adapted to assist a person with disabilities to perform a particular task. Many people with disabilities depend on assistive devices to enable them to carry out daily activities (ADL) and participate actively and effectively in community life. Examples: Wheel Chairs, Walkers, crutches etc, for children with Physical Disabilities. ICT can be used to provide switch access to classroom activities such as identifying, matching, sorting and word processing, translate text into speech and speech into text. prepare work which is specially adapted with large fonts, symbols and particular colours for Children with Intellectual Disabilities . ICT resources can include

computer access devices such as switches, adapted mice and key guards, communication aids and specialized softwares.

ICT for Children with Sensory Disabilities

Devices such as closed circuit TVs (CCTVs), also called video magnifiers, magnify printed materials, photographs, and other objects. Telecare sensors such as vibrating pagers, sounder and flash beacons ensure the user is alerted when an alarm call is raised. JAWS (Job Access With Speech) is a computer screen reader program for Microsoft Windows that allows blind and visually impaired users to read the screen . Hearing aids, video relay services, tactile devices, personal amplifiers, Blue tooth , FM systems and alerting devices are some technologies used for Hearing Impaired.

While addressing Autistic children, ICT associated are Sensory toys and balls, Picture boards, Social skills videos, Technology that supports deep pressure therapy, Speech- generating apps, Sound-blocking headphones, Apps like Avaz, Jellow, and Kavi, communication Boards, head pointers, voice generating softwares, Visual timers, High-tech AAC devices known as speech-generating devices and Learning software. Accessible Technology helps the children with disabilities to make use of the various devices like computer, laptops etc. Accessible Technology is essential for children with disabilities to access different kinds of devices used for learning, like modified keyboards, Aditi (sensor movement), V-Boss (modified mouse), Easy ball (switch to use the computer).

Benefits of ICT for Children with Special Needs

- ➢ Children improve their approach towards learning and their self-concept.
- ➢ Children become encouraged and motivated to attain learning outcomes across the curriculum at a higher level.
- ➢ Children develop ability and capability at an appropriate level and they become more engaged with their own learning

Role of Teachers in the use of ICT in inclusive Education

Teacher play a vital role in imparting learning to children with Developmental disabilities. The Teacher is responsible for creating the positive environment in inclusive classroom and for the progress of their students . Development of Teaching and Learning Material (TLM) using multi sensory approach in inclusion help the children to learn effectively. They have to accept children with disabilities and their needs and work most effectively to help the children in inclusive setup. Positive mind set is to be built. They have to recognize that ICT tools and resources have the ability to promote and implement inclusive practices in schools. They still need specific information and guidance on how to choose and use the appropriate ICT tools to meet the needs of Children with Special needs and to the principles of Universal design learning. Teachers need to be well versed in different strategies for educating the students with special needs with the help of ICT

Conclusion

Education is one of the top priority of the Government of India for the development of the nation. The **RTE Act 2009** promotes free and compulsory education for all children in a neighbourhood school Sensitization of Parents and community is also required for implementation of Inclusion. Parents as well as the community need to be involved in each and every activity designed for the children Education. Teachers preparation needs to be undertaken at pre-service as well as in-service level. Pre-service teacher training program need to be identified plug points where input about inclusion using ICT have to be incorporated. Extensive professional development should be provided to teachers to improve the quality

of their work. Inclusive Education is the best method of educating students with disabilities irrespective their religion, caste, degree of disability (Zero Rejection Policy). Media may also involve for creating awareness among parents and members of the community about inclusive education to all.

References

Heemskerk, I., Volman, M., Admiraal, W.,&Dam, G. (2012). Inclusiveness of ICT in secondary education: students appreciation of ICT tools. *International Journal of Inclusive Education*, 16(2).12-18.

Moore, D.,& Taylor, J. (2000). Interactive Multimedia Systems for Students with Autism. *Journal of Educational Media*, 25 (3),169-175.

Worth, N. (2001). Fountaindale Communication Project. *International Journal of Language and Communication Disorders,* 36,240-2.

https://www.educationforallinindia.com/statistics-of-school-education-2009-10%20(MHRD)
https://educationtoday.org.in/2022/04/07/importance-of-special-education-for-special- children
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4692010/

THE FOUNDATION OF QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP)

Halimabi. M C
Research scholar
Gandhi Gram Rural Institute
Dindigul, Tamil Nadu.

ABSTRACT

Children with disabilities, regardless of their distinct needs, should have equitable access to quality education that will enable them to become members, have a positive impact on society, and contribute to the economic development of their communities. An Individualized Education Plan (IEP) is a document designed to provide inclusive education to children with disabilities. The main purpose of this article is to provide a list of important elements that should be included in the IEP in the hope that it will serve as a basis for good practices in the future. The IEP is a practical document that should be relevant, accessible and understandable to anyone who has direct contact with the student. Organization in the home, school, and classroom should be considered. Individualization, child care, coordination, integration, coordination, and accessibility are key to an effective IEP.

Keywords: *IEP, inclusive education, collaboration, and individualization*

Introduction

Inclusive education is a crucial strategy for achieving Education for All (EFA), which aims to build a more just, democratic society by embracing differences and overcoming barriers created by social, cultural, ideological, and physical elements. The World Conference on Special Needs Education: Access and Quality in Salamanca, Spain, in June 1994 provided the major impetus for inclusive education. Education is a fundamental human right that should serve as an overarching premise for all education policies and practices. It must consider the needs of the poor and disadvantaged, including those with impairments or particular learning requirements. Inclusive education involves understanding and reacting to the diverse needs of all children, teenagers, and adults by enhancing participation in learning, cultures, and communities while reducing and eliminating exclusion within and from education.

Inclusive schools must be well-equipped in all areas to cater to and provide quality education to all children. This includes having a balanced curriculum, teachers who can handle individual needs in the classroom, and promoting an environment where personal development, social skills, and student participation are strongly encouraged. Integrating students with disabilities into general education can lead to increased acceptance and appreciation of diversity. Creating a well-managed learning environment for inclusive classrooms with defined procedures and routines is critical for student achievement. Schools must be a safe and secure environment where students can come and learn without fear.

To achieve the fundamental right to accessible and quality education under equitable conditions, an effective educational system should respond to the needs of children who require organized help from the community, educational institutions, and society as a whole. The creation and maintenance of inclusive cultures in educational environments is a process that requires a transformation of attitudes in people, schools, the system, and society as a whole.

Partnership in Inclusive Education

Teamwork, exchange of experiences, partnership in schools, and the development of constructive

connections among all educational actors thus play an important role in fostering inclusive education (Mrgritoi,2010). This means that "all team members must be aware of what must be accomplished collectively and must be provided with clear information on what can be solved collectively. Researchers have identified several structural and cultural barriers to collaboration among professionals from diverse sectors of society.

Teachers' positive attitudes towards inclusion are heavily influenced by their experiences with 'difficult' students. Teacher education, support in the classroom, class size, and general workload are all factors that influence teachers' attitudes. Negative views of principals, educational inspectors, instructors, and adults (parents and other family members) are significant impediments to inclusion.

Teachers, other educators, and non-teaching support staff must be taught and prepared to assist children, teenagers, and adults in their everyday development and learning processes (UNECSO, 2009). Parents must be involved in all steps, from identification of unique requirements to assumption of specialised educational utility to Commission review. A well-thought-out and established partner relationship between teacher and parent is a solid foundation for gradually raising the quality of educational work in those segments that are accessible to parents and students, and it should be nurtured and consistently promoted (Jachova, 2011).

Forming an Effective Individual Education Plan (IEP)

This suitable education is carried out through each child's Individualised Education Plan (IEP), a legal document in which parents and school professionals determine the support and services the student will require to access general education. Because the IEP process is one of the most powerful parts of a student's education, the IDEA requires that parents be equal partners in the design of the IEP (Yell,2012). The Individual Education Plan is created collaboratively by the school, parents, the student and other relevant persons or agencies. It refers to the adapted or modified components of the educational programme and focuses on priority learning needs, even though the student may have other learning needs that do not necessitate the same high level of planning and monitoring.

Not every part of the curriculum and school life must be adapted for every student with special educational needs; only areas of determined need as a result of assessment should be modified be protected. The level of adaption and help required will vary. varying according to each individual's learning demands student. Some students with more complex requirements may be excluded.

Significant educational adjustments are required (NCSE Report, 2006). The five strongest points of the IEP (individual education plans) are: they are based on the student's genuine knowledge; they are created based on the student's true knowledge; they are created based on the student's true knowledge; they are created predict students' abilities and interests in real-time restrictions; related to the school's resources; and, at a certain stage of their work, including parents (Jachova, 2002).

An IEP should also include the following information: the student's current levels of educational performance; the location where the educational programme will be provided; the names of all personnel who will be providing the educational programme and support services for the student during the school year; the period and process for reviewing the IEP; evidence of evaluation or review, which could include revisions to the plan and tracking of progress; and the period and process for reviewing the IEP. (British Columbia Ministry of Education Manual, 2016).

Tips for Teachers on Individualised Education Programmes (IEPs)

Students who require additional assistance and support may be eligible for special services, which include free individualised education plans (IEPs) in public schools. Understanding your involvement in the education of an IEP kid will benefit both you and the youngster.

Individuals with Disabilities Education Act (IDEA) holds instructors responsible for developing, executing, and monitoring educational programmes for students with special needs. The IEP describes a student's goals for the school year as well as any additional assistance required to help them achieve those goals. The IDEA mandates states to provide free suitable public education to students aged three to twenty-one who are qualified for special education in the "least restrictive" environment. This means that children with disabilities should learn as much as possible with their peers who do not have difficulties.

Who Requires an IEP?

Students who qualify for special education assistance must have an IEP. Students may be qualified for a variety of reasons, including:

- ➢ Learning difficulties
- ➢ Attention deficit hyperactivity disorder (ADHD)
- ➢ Emotional disorders
- ➢ Difficulties with cognition
- ➢ Autism
- ➢ Hearing difficulties
- ➢ Issues with vision
- ➢ Speech and language issues
- ➢ Delay in development
- ➢ Physical impairments

Students may have a learning disability if they frequently fail to fulfil age-appropriate requirements. Some common indications of a learning problem include

- ➢ Having difficulty mastering assignments or applying academic talents to other tasks.
- ➢ Communication and language processing issues, as well as expressive and receptive language
- ➢ Possessing good general knowledge but not being able to read (dyslexia), write (dysgraphia), or conduct maths (dyscalculia) at that level requiring continual, step-by-step instruction for tasks.
- ➢ Poor grades despite considerable effort weak memory of spoken or written content inability to recall problem-solving processes if they do not grasp the tasks or the reasoning underlying them being unable to recall skills and data over time.

How Do Services Get Provided?

The services described in an IEP can typically be offered in regular education classrooms. In other circumstances, depending on the students' needs, they may be delivered in separate classrooms or even separate schools. Some students may only have an IEP for one subject, whilst others may have one for all academic courses as well as social skills training.

Students with IEPs are welcome to engage in all subject areas, particularly science, social studies, art, music, library, gym, and health. Regular classroom teachers must read children's IEPs and be familiar with the services and monitoring mandated by the plan. Services can also be delivered within the school in a separate assisted environment. Small-group training is provided in this context to groups of students with similar requirements. The instructor is a registered special education teacher, and other school professionals (aides or support teachers) assist with teaching. Students who require intensive intervention, on the other hand, may be taught in a special school setting. Because there are fewer kids per instructor in these schools, more individualised attention is possible. Teachers at these schools are usually specially trained to assist kids with exceptional educational needs.

How Do Students Get Graded?

When a teacher, parent, or doctor suspects that a kid is experiencing difficulty in school, the referral process begins. The first stage is to collect detailed data on the student's progress or academic issues. This can be accomplished by using the following methods:

➢ a meeting with parents
➢ a meeting with the student
➢ a conference with the student observations of the student analysis of the student's performance (attention, behaviour, task completion, tests, classwork, homework, etc.).

This information assists instructors and school personnel in determining the next step. Before any formal assessment, strategies tailored to the student could be employed to assist them in succeeding in school. If this does not work, the child can have an educational evaluation, which may reveal a specific learning deficiency or other health issue. It should be noted that the presence of a handicap does not guarantee that a kid will get treatment. To be eligible, the impairment must have an impact on the child's academic performance. A team of professionals will assess their observations, as well as how the child does on standardized tests and daily activities such as tests, quizzes, classwork, and homework, to determine eligibility.

The evaluation team may include the following professionals:

➢ Teachers in the classroom
➢ The occupational therapist
➢ A physiotherapist
➢ Psychologist
➢ Special education teacher
➢ A speech therapist
➢ Specialist in vision or hearing
➢ Others, depending on the individual needs of the kid

If additional testing is required, parents will be asked to sign a consent form outlining who is engaged in the procedure and the sorts of tests used. Specific school skills, such as reading or maths, as well as more general developmental skills, such as speech and language, may be assessed using these tests.

Following the completion of the team members' assessments, a full evaluation report is created. It comprises an educational categorization as well as a description of the abilities and support the child will require. Before the IEP is created, the parents can review the report. If they disagree, they will have the opportunity to collaborate with the school to develop a plan that best meets the child's needs.

How Is the IEP Created?

The following phase is an IEP meeting, where the team and parents select what will be included in the plan. A regular classroom instructor should also come to take advice on how the plan can improve the child's growth in the standard education curriculum and, if appropriate, how it can be implemented in a regular classroom context. The team will review a student's educational needs, as outlined in the evaluation report and set concrete, quantifiable short-term and annual goals for each of those needs during the meeting.

What Is Included in the IEP?

The IEP's cover page summarises the connected services and supports that kids will receive, as well as how frequently they will be offered. Transportation, speech-language pathology and audiology services, psychological services, physical therapy and occupational therapy, recreation, including therapeutic recreation, social work services, and medical services (for diagnostic and evaluation purposes only) are

some examples. If the team suggests a number of programmes, the amount of time they require in the child's school calendar may appear to be daunting. A professional may consult with a child's teacher to brainstorm methods to help, but will not provide hands-on training. For example, an occupational therapist may recommend modifications for a kid who has fine motor issues that interfere with handwriting, and the classroom teacher would incorporate these into the handwriting lessons presented to the entire class.

Other services can be provided in the classroom, ensuring that the child's day is not disrupted by treatment. While everyone else practises their handwriting abilities, the child who is struggling with handwriting may work one-on-one with an occupational therapist. When selecting how and where to provide services, the child's comfort and dignity should be taken first. Services may be provided outside of the regular education classroom if a kid has academic difficulties and is performing below grade level. A special education teacher may provide small-group instruction in a certain subject area (often language arts or maths) to pupils who have similar requirements.

How Frequently Should the IEP Be Revised?

The IEP should be evaluated annually to ensure that the goals are updated and that the levels of care meet the needs of the student. Throughout the school year, progress monitoring is performed often to ensure that the kid is meeting the goals outlined in the IEP. IEPs can be updated on an as-needed basis at any moment. Specific timetables guarantee that the preparation of an IEP happens as swiftly as feasible from referral to service provision. Make sure to inquire about this timeline and remain up to date. If parents disagree with any aspect of the evaluation report or the IEP, mediation and hearings are possibilities. Teachers must comprehend the IEP procedure and their role in providing teaching to children with IEPs. Any inquiries about an IEP can be directed to the team or the case manager assigned to a kid.

Conclusions

Inclusion is facilitated by network coordination and a person-centred system. Parental support for children with special needs enables increasing active participation in inclusive educational access and higher standards for all children. Inclusion entails various forms of engagement by individuals or groups in social processes while respecting differences, individual capabilities, and preferences The term "responsible inclusion" refers to the creation of a network for coordination among the parties involved; the establishment of a system of mobile special teachers' networks; well-designed IEPs; the development of services for expertise and supervision; and the removal of architectural barriers. According to Bartolo, Blake, and Jachova (2007), the structure for a successful inclusion emphasizes: appropriate support and specialised services for the pupils, well-designed IEP, professional development of the teachers in regular and special education, time for the teachers for planning, meetings, creativity, and evaluation of the pupil with all team members, reducing classes and precise the pupil's needs, professional development of skills in the frames of the curriculum.

References

Ajuwon, P. M. (2008). Inclusive Education for Students with Disabilities in Nigeria: Benefits, Challenges and Policy Implications. *International Journal of Special Education*, 11-17.

Bouillet, D. (2013). Some Aspects of Collaboration in Inclusive Education – Teachers' Experiences. *CEPS Journal,* 3 (2), 93-117.

British Columbia Ministry of Education (2016). Special *education services: A Manual of Policies, Procedures and Guidelines,* Victoria: BC Ministry of Education.

Department for Education and Employment. (2001). *Code of Practice on the Identification and Assessment of Special Educational Needs*. DFEE Publication.

Frederickson, N., &Cline, T. (2015). *Special educational needs, inclusion and diversity*. Open University Press.

Jacob, U., & Olisaemeka, A. (2016). Inclusive Education in the 21ˢᵗ Century: Parameters and Opportunities for Learners with Special Needs. *European Scientific Journal*, 12 (10),188-196.

Jachova, Z. (2004). Inclusive education of children with special educational needs in the Republic of Macedonia. *Journal of special education and rehabilitation*,1-2, 35-46.

Jachova, Z., & Kovachevic, J., (2015). The challenges in inclusive education of children with SEN, Proceedings of the10ᵗʰ International Balkan Congress on Education and Science Education and Globalization, *Ohrid*, 891-902.

Mutasa, J., Goronga, P., & Tafangombe, J. (2013). Challenges experienced by students with disabilities when pursuing programmes with Zimbabwe Open University. *SAVAP International*, 4(4), 513.

NCSE Report (2006). Guidelines on the Individual Education Plan, Dublin: NCSE.

Polirstok, S. (2015). Classroom Management Strategies for Inclusive Classrooms. *Creative Education*, 6, 927-933.

Rose, L. (2011). Interprofessional Collaboration in the ICU: How to Define?. *Nursing in Critical Care,* 16(1), 5-10.

STEM APPROACH: AN ASSISTIVE TECHNOLOGY FOR LEARNING

*Viji. M
Research Scholar
**Dr Deepa. H
Associate Professor of Education, Department of Education (DD&CE)
MSU, Abishekapatti, Triunelveli-627012

ABSTRACT

This paper delves into the challenges faced by individuals with disabilities in accessing STEM education and careers and emphasizes the pivotal role of Assistive Technology (AT) in mitigating these challenges. Offering a comprehensive overview, the paper focuses on the applications of AT in addressing sensory, motor, cognitive, communication, and language disabilities. It explores how AT can facilitate inclusive learning environments and enhance active participation in STEM pursuits. The paper also delves into the significance of AT in career development within STEM fields, highlighting its role in overcoming barriers in the workplace. By showcasing real-world examples and case studies, it demonstrates how AT enables individuals with disabilities to contribute meaningfully to STEM innovation. Furthermore, the paper discusses the broader impact of AT in promoting diversity and inclusivity within STEM. It highlights the potential of AT to break down barriers, create equal opportunities, and foster a more inclusive STEM community.

Keywords: *Assistive Technology, STEM Education, Disabilities, Inclusivity, Diversity, Career Development, Innovation, Accessibility.*

Introduction

The pursuit of knowledge and innovation in STEM fields has revolutionized our world, shaping the way we live, work, and interact. However, despite the immense potential of STEM education and careers, individuals with disabilities often face significant barriers to participation. These barriers can stem from sensory, motor, cognitive, communication, and language impairments, limiting their ability to engage fully in STEM learning and exploration. Assistive technology (AT) has emerged as a powerful tool for addressing these challenges and empowering individuals with disabilities to access and thrive in STEM environments.

AT: A Bridge to STEM Access

AT encompasses a wide range of devices, software, and services designed to support individuals with disabilities in performing tasks and enhancing their participation in various aspects of life. In the context of STEM education, AT plays a pivotal role in removing barriers and providing customized support to meet the unique needs of each individual.

Addressing Sensory and Motor Disabilities

For individuals with sensory and motor impairments, AT can serve as a bridge to STEM learning. Screen readers, text-to-speech software, and magnification tools can assist visually impaired students in accessing course materials and textbooks. Additionally, adaptive keyboards, voice recognition software, and alternative input devices can enable students with limited motor control to operate computers and participate in hands-on STEM activities.

Supporting Cognitive and Learning Disabilities

AT can also provide valuable support for individuals with cognitive and learning disabilities. Specialized software can help students with dyslexia overcome reading challenges and access complex

STEM texts. Assistive math tools can aid students with dyscalculia in understanding mathematical concepts and solving problems effectively. Additionally, productivity apps, reminder systems, and time management techniques can assist students with ADHD in organizing their tasks and staying focused on their studies.

STEM Approach

➢ **Integrated Curriculum:** STEM concepts are not taught in isolation but rather interconnected, allowing students to see the relationships between different fields and how they contribute to solving complex problems.

➢ **Hands-on Learning:** STEM education emphasizes hands-on learning experiences, providing students with opportunities to engage in inquiry-based learning, experimentation, and project-based activities.

➢ **Problem-solving Focus:** STEM education focuses on developing critical thinking and problem-solving skills, enabling students to apply their knowledge to address real-world challenges.

➢ **Collaboration and Teamwork:** STEM education encourages collaboration and teamwork, fostering communication and interpersonal skills as students work together to solve problems and complete projects.

Significance of the STEM Approach in Education

➢ The STEM approach is crucial in preparing students for the demands of the 21st-century workforce, where STEM skills are highly valued.

➢ Develops Critical Thinking Skills through which students learn to analyze information, evaluate evidence, and form reasoned arguments, skills essential for success in STEM careers and beyond.

➢ Encourages Innovation and Creativity through STEM education. It fosters a culture of innovation and creativity, empowering students to develop new ideas and solve problems in unconventional ways.

➢ Prepares for STEM Careers with the foundational knowledge and skills necessary to pursue careers in STEM fields, which are projected to grow significantly in the coming years.

➢ Promotes Lifelong Learning and instills a love of learning and a curiosity about the world, encouraging students to continue learning throughout their lives.

Impact on Future Careers

The STEM approach not only prepares students for traditional STEM careers but also equips them with skills that are transferable to a wide range of professions.

➢ **Problem-solving and Analytical Thinking:** The ability to identify problems, gather and analyze information, and develop effective solutions is essential for success in various fields.

➢ **Critical Thinking and Decision-making:** STEM education cultivates critical thinking and decision-making skills, enabling individuals to make informed choices in their personal and professional lives.

➢ **Communication and Teamwork:** The ability to communicate effectively and work collaboratively is crucial for success in any field, and STEM education emphasizes these skills.

➢ **Creativity and Innovation:** The ability to think creatively and innovatively is essential for solving complex problems and adapting to a rapidly changing world.

Facilitating Communication and Language Development

Individuals with communication and language impairments can benefit from AT tools that enhance their ability to express themselves and participate in STEM discussions. Augmentative and alternative communication (AAC) systems, such as picture boards, communication boards, and speech-generating

devices, can provide individuals with alternative means of communication, enabling them to collaborate with peers and contribute to STEM activities.

Enabling Laboratory and Fieldwork Access

AT can also make STEM laboratories and field trips accessible to individuals with disabilities. Digital microscopes, lab equipment with voice controls, and adaptive lab tools can enable visually impaired students to conduct experiments safely and independently. Additionally, all-terrain wheelchairs, communication aids, and environmental control systems can facilitate participation in outdoor STEM activities and field research.

Fostering STEM Career Development

The impact of AT extends beyond the classroom, playing a crucial role in preparing individuals with disabilities for STEM careers. Customized workstations, ergonomic with disabilities can help them equipment, and specialized software can provide the necessary accommodations for individuals to work effectively in STEM environments. Additionally, career counseling and mentorship programs tailored to the needs of individuals navigate the STEM job market and secure meaningful employment opportunities.

Examples of Assistive Technology for STEM Education

➢ **Text-to-speech software:** Converts written text into spoken audio, allowing students with visual impairments to access STEM content.
➢ **Screen readers:** Translate visual information on a computer screen into spoken audio or braille text, enabling students with visual impairments to navigate STEM software and websites.
➢ **Speech-recognition software:** Translates spoken language into text, enabling students with motor or physical disabilities to interact with computers and control STEM software hands-free.
➢ **Augmented and virtual reality (AR/VR):** Immersive technologies that can bring STEM concepts to life, providing students with hands-on virtual simulations and interactive experiences.
➢ **Adaptive learning software:** Tailors instruction to the individual needs of students, providing personalized feedback and support in STEM subjects.
➢ **Strategies for Implementing Assistive Technology in STEM Education:**
➢ **Early identification and assessment:** Identify students with disabilities early on and assess their specific needs to determine appropriate AT solutions.
➢ **Collaboration among educators and AT specialists:** Ensure collaboration between teachers, AT specialists, and other relevant professionals to provide comprehensive support for students using AT.
➢ **Professional development for educators:** Provide educators with training and resources on how to effectively integrate AT into STEM instruction.
➢ **Accessible learning environments:** Create physically and technologically accessible learning environments that accommodate the needs of students using AT.

Conclusion

Assistive technology has revolutionized the accessibility of STEM education and careers for individuals with disabilities. By providing customized support, removing barriers, and enhancing participation, AT empowers individuals to pursue their STEM aspirations, contribute to scientific and technological

advancements, and fully realize their potential within STEM fields. As AT continues to evolve, its role in promoting inclusivity and diversity within STEM will undoubtedly become even more profound.

References

Anderson-Inman, L., & Horney, M.A. (2007). Supported e Text: Assistive Technology through text transformations. *Reading Research Quarterly*,42, 153–160.

Deakins, J.E., & Floyd, R.G. (2004). A review of the Beck Youth Inventories of emotional and social impairment. *Journal of School Psychology,* 42, 333-340.

Bybee, R. W. (2010). The STEM crisis: A call to action. *The Education Digest*, 75(8), 2-6.

Sanders, M. (2009). STEM, STEM education, STEM workforce, and STEM literacy: A review of the literature. *Journal of Engineering Education*, 98(5), 671-699.

EFFECTIVENESS OF INDIVIDUALIZED EDUCATION PROGRAMME IN GRADE -6, ACADEMIC ACHIEVEMENT OF STUDENT WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP

*Rajamani. S
Assistant Professor of Special Education
Tamil Nadu Open University, Chennai-15
**Dr Nirupalini. D
Professor of Education
N.K.T.National College of Education for Women,Chennai-5

ABSTRACT
Students who receive special education services are entitled to receive an Individualized Education Program (IEP) that provides an appropriate level of benefit. The purpose of this study was to find the effectiveness of IEP for learning difficulty in an inclusive school. To cope up with the academic performance in inclusive school, this study was taken by utilizing IEP for the child who is studying grade 6 in academic achievement. Standardized screening tool developed by NIMH, Secunderabad was used for the study. Pre assessment and post assessment was also done based on the IEP. After receiving individual education training with the help of differential strategies, material, and work sheet, parental training improved his subject-wise progress. According to UDL principle the special education teacher has to apply the principles in creative way among various subjects by upgrading their knowledge about all students with special needs.
***Keywords:** IEP, Inclusive Education, Specific learning disability, Academic achievement*

Introduction

The purpose of this study is to assist students who are having significant learning difficulties. The Individuals with Disabilities Education Act (IDEA) provides that "specific learning disability" means "a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations." Learning disabilities focus on the most common types – Reading, Writing and Arithmetic difficulties. Inclusive education means including students with special needs in a mainstream school environment. Students with special needs follow an inclusive curriculum along with able-bodied students. IEP stands for Individualized Education Program. The purpose of an IEP is to lay out the special education instruction, supports, and services a student needs to thrive in school. Teachers/Educators can change the trajectory for children at risk for failure in learning by intervening early and providing necessary and intensive support. This study provides information on early screening/identification, assessment and intervention of students having difficulties in Reading, Writing Arithmetic and Language. Information is based on current research and effective practices in using IEP for the education of students with learning difficulties in inclusive school at upper primary level.

Types of Learning Disabilities

Dyslexia, Dysgraphia, and dyscalculia are the most common learning disabilities, particularly in schools.

- ➢ **Dyslexia-**Dyslexia is a lifelong learning disability that affects a person's reading, speaking, writing, and spelling abilities. They may have difficulties with complex language skills such as grammar, comprehending textbook material, or even writing essays.
- ➢ **Dysgraphia-**Dysgraphia, or impairment in written expression, is a language-based learning disability in which a child has problems with handwriting. It also include difficulties with Grammar, Spelling, Letter formation, Letter spacing, Fine motor coordination, Speed of writing, Overall sentence production.
- ➢ **Dyscalculia or Number Blindness-**Dyscalculia, often known as number blindness, is a long-term learning disability that inhibits an individual's ability to learn, grasp, and apply basic mathematical concepts. Dyscalculia makes mathematical reasoning and computation difficult, even when an individual has a high level of education, intelligence, and motivation.
- ➢ **Dysphasia-**Language and communication learning disabilities involve the ability to understand or produce spoken language. They involve problems with verbal language skills, such as the ability to retell a story, the fluency of speech, and the ability to understand the meaning of words, directions, and the like.

Characteristics

General learning disabilities can be related to these characteristics:

- ❖ Strong emotions
- ❖ Feeling little control over emotions
- ❖ Always feeling at least a step behind classmates
- ❖ Feelings of frustration and anger because they believe they'll never keep up
- ❖ Poor social skills
- ❖ Difficulty making and keeping friends
- ❖ Attention and focusing problems
- ❖ Impulsive behaviour
- ❖ Hyperactivity
- ❖ Cognitive problems
- ❖ Difficulty working and playing quietly
- ❖ Problems waiting in line, like forming a line at the classroom door and standing still
- ❖ Difficulty waiting for their turn, such as waiting to use a swing on the playground
- ❖ High degree of frustration felt or expressed seemingly constantly
- ❖ Low self-esteem

Statement of the problem:

The study was worded as "Effectiveness of Individualized Education Programme in grade -6, academic achievement of student with Learning difficulties in an Inclusive Set Up"

Purpose of the study

The child is having difficulties in language skills, understanding verbal instruction, reading, writing, arithmetic and is hyperactive. To cope up with the academic performance in inclusive school, this study was taken by utilizing Individualized Education Plan (IEP) for the child who is studying grade 6 in academic achievement.

Reviews

IEPs: A Review of the Literature" by David Mitchell, Missy Morton, and Garry Hornby (2011) provides a comprehensive overview of research on IEPs, including their effectiveness, implementation challenges, and promising practices. They conclude that IEPs can be effective in supporting the learning of students with disabilities, but that more research is needed to identify the most effective ways to develop and implement them.

Syar Meeze Mohd Rashid, Mei Ti Wong (2023) in their study Challenges of Implementing the Individualized Education Plan (IEP) for Special Needs Children with Learning Disabilities: Systematic Literature Review (SLR) identified teacher challenges in the implementation of the individualized education plan (IEP) for special educational needs (SEN) children with learning disabilities (LD). A systematic literature review (SLR) was conducted to identify and synthesize the literature on this topic. Twelve studies met the inclusion criteria and were included in the analysis. Most of the findings indicated that teachers face challenges in all three aspects of competency challenges, that is knowledge, skill, and attitude challenges. Lack of knowledge on criterion-referenced tests (f = 3; 42%) can be considered as the biggest knowledge challenge faced by teachers. The biggest skill challenge was also found in the evaluation process, with teachers being less efficient in carrying out the evaluation process (f = 4; 57%). In terms of attitude challenges, the lack of motivation (f = 4; 66%) in implementing the IEP for LD children is the most common challenge encountered by teachers. Therefore, the results of the analysis and research carried out can serve as a guide and reference for educators, the Ministry of Education (MOE), and future researchers in an effort to solve teachers' competency challenges in the IEP implementation process. However, additional high-quality research or an empirical study should be conducted to verify the validity of the conceptual framework formed by conducting a survey study in Malaysia.

Shailaja Bandla, Gowri Devi Mandadi and Anand Bhogaraju(2017) in the study "Specific Learning Disabilities and Psychiatric Comorbidities in School Children in South India" estimated the prevalence and psychosocial profile and psychiatric comorbidities in children with SLD in two settings, i.e., on special (remedial) education and schools and to compare the findings with normal children. This study was carried out in schools situated in urban and semi-urban areas and special education schools. A total of 96 children were chosen for the study. They were administered coloured/standard progressive matrices and Malin's intelligence scale for assessing their intelligence quotient and NIMHANS SLD index and developmental psychopathology checklist to study psychopathology. Chi-square test and ANOVA were done. The prevalence of SLD in schools is found out to be 6.6%. There was a significant association with prematurity, caesarean section, delayed speech, and family history of SLD. Among comorbidities of SLD, association with ADHD alone has been found to be significant. There is a need for early identification of learning disabilities in schools so that with early recognition and remedial intervention children can be helped with to cope with studies.

John W. McKenna, John_McKenna, Michael Solis and Melissa Parenti (2023) in their study "Characteristics of Individualized Education Programs for Students With Learning Disabilities: A Systematic Review" reviewed students who receive special education services are entitled to receive an Individualized Education Program (IEP) that provides an appropriate level of benefit. Although IEP content is informed by policy mandates and practice recommendations, research has yet to investigate the degree to which school practice is in alignment. The purpose of this investigation was to perform a systematic review of peer-reviewed studies investigating the characteristics and/or quality of IEPs for students with learning disabilities (LDs). A multi-step article identification process revealed 13 studies meeting selection

criteria, many of which did not report specific demographic characteristics and findings for students with LD.

B.N. Roopesh (2021) in the study "Specific Learning Disability Assessment and Interpretation: NIMHANS SLD Battery and Beyond" diagnosed Specific Learning Disability (SLD) in India, only 'NIMHANS Specific Learning Disability Battery (NSB)' is accepted for assessment and certification of disability. Earlier editions of the NSB used 'functioning at three standards below the current class of the child' to arrive at a diagnosis of SLD, and was simple to administer and interpret. Given these, majority of psychologists used it in their routine assessments, and in most of the cases, it was relatively easy to diagnose SLD with this battery. In the updated NSB, there are test items till the 10th grade, which is definitely a big upgrade. However, as the battery is relatively concise and does not clearly describe the nuances of assessment and interpretation in marginal and complex scenarios, some young psychologists and research scholars might find it difficult to diagnose SLD. Some of these scenarios are, when the child shows problems in academics but does not exactly fulfil the NSB criteria; when the child is having problems with second language instead of the first language; when the child is from an international curriculum; when the child is studying in a class higher than grade 10; when comprehension appears to be impaired; and/or the issue of whether or not to have so many subtypes of SLD.

Methods

This study was carried out in a primary inclusive school situated in an urban area. After taking consent from parents and medical report of the child, the details about socioeconomic status, family, developmental history and school history of the child were collected and assessed for Specific Learning Disability. We have used standardized screening tool developed by NIMH, Secunderabad. Pre assessment and post assessment was done for an individual student studying in "Ewerwin public school" studying VI std. in an inclusive school.

➢ Pre assessment was done in the month of June and assessed the following skills:
➢ Reading, writing, Arithmetic, behavioural issues, comprehension and Socio-emotional problem
➢ For pre assessment 10 days' time was taken to assess the various skills of the student.

Table 1 shows assessment in the month of June

S.No	Subjects	Lesson-1&2	Strategies	Marks scored June 2023	Syllabus	Internal Assessment	Progress on June 2023
1.	Tamil A.Reading B.Comprehension C.Grammar D.Writing	**Lesson-1** 1.Mozhil Letter Writing 1.Cheil Q&A 2.Urainadai 3.Eluthu **Lesson -2** 1.Eyarkai 2.Kaninelam Vendum 3.Seiraki Oosai 4.Saarbeluthu	-Oral Practice -Visual Clue -Key Words -Writing Practice	14/40	CBSE	Out of 20 Marks 12 Scored	Progress on June 2023

		Mthal Elluthu					
2.	English A.Reading B.Comprehension C.Grammar D.Writing	**Lesson-1 Unit-1** Growing up How daddy played ping pong How I taught The story of fidgety philp	Reading practice Explained with storytelling Model Exercise :Q&A practice	13/15	CBSE	Out of 20 Marks 12 Scored	Progress on June 2023
3.	Maths A.Addition B.Subtraction C.Multiplication D.Word problem	**Chapter:1** knowing our numbers Whole numbers	Worksheets	9/25	CBSE	Out of 20 Marks 10 Scored	Progress on June 2023
4.	Science Concept	Food where does it comes from Components of food	Real items and charts	13/25	CBSE	20 Marks 11 Scored	Progress on June 2023
5.	History and Political Science, Geography concept	**History** Introduction what, why, how, where, when From hunting geography Earth in the solar system Latitude and longitude Motions of earth **Political science**: Understanding diversity Key elements of democratic governments	You tube videos and models	7/25	CBSE	20 Marks 10 Scored	Progress on June 2023

Post assessment was done after 3 months in the month of September using the NIMH assessment tool.

Social and emotional & behavioral Problem listed

He has poor sitting tolerance, not willing to school, disturbed peers in the class and fear to move in dark place and height. On personal observation of special education teacher and feedback general teacher and parents about the child every day aspects. The SPL teacher were used NIMH behaviour assessment check (BASL MR) Behaviour list were used. Behaviour analysis(ABC) was done along with Primary reinforcement (likes chocolate, mild film song was (soothing). Exposure and multiple activities given to him to overcome his fear senses. Students has undergone individual counselling and lots of motivation session. The same method and strategies to follow the classroom teacher and parents at home.

Table: 2 shows after given IEP with differential teaching strategies

S.No.	Subjects	Lesson-1&2	Strategies	Marks scored Sep 2023	Syllabus	Internal Assessment	Progress on Sep 2023
1.	Tamil A.Reading B.Comprehension C.Grammar D.Writing	**Lesson-1** 1.Mozhil Letter Writing 1.Chile Q&A 2.Urainadai Eluthu **Lesson -2** 1Eyarkai 2Kaninelam Vendum 3Seirakin Oosai 4Saarbeluthu Mthal Elluthu Lesson -3 Ariviyal Thoolil Nutpama 1. Poem 2.Lesson 3. Grammer - Lesson-4 Kalvi Poem Oorainadi Letter Wrtinin Grammer	-Oral Practice -Visual Clue -Key Words -Writing Practice	29/80	CBSE	20 Marks 12 Scored	The month of Sep 2023 progress
2.	**English**	**Lesson-1** **Unit-1** Reading Comprehension Grammar writing Growing up How daddy played ping pong How I taught The story of fidgety philp.	Story telling concept	5/80	CBSE	20 Marks 12 Scored	The month of Sep-2023 progress

		Unit:2nature bounty Story of amber beads The cherry tree On the grass hooper and the cricket Unit-3 Furs and feathers The giant roc Attila The ant explorer					
3.	Maths A.Addition B.Subtraction C.Multiplication D.Word problem	**Chapter1** knowing our numbers Chapter:2Whole numbers Chapter3playing with numbers Chapter: integers		27/80	CBSE	20 Marks 13 Scored	The month of Sep-2023 progress
4.	Science Concept	Food where does it comes from Components of food Sorting material into group Separation of substances		16/80	CBSE	20 Marks 11 Scored	The month of Sept-2023 progress
5.	History and Political Science, Geography concept	Introduction what, why, how, where, when	You tube videos and models	29/80	CBSE	20 Marks 12 Scored	The month of Sep-2023 progress

Results and Discussions

After receiving individual education training with the help of differential strategies, material, and work sheet, parental training improved his subject-wise progress. In the English subject, he needs more conceptual understanding practices. Children with special needs are required to participate in an inclusive classroom for social and emotional achievement. For academic purposes, specialized special education teacher support and parental training are more effective. Because of his cognitive framework and pace of learning he required more practice. So IEP and UDL principles support his learning much better. Hence, he required continued IEP training in the CBSE curriculum to be more meaningfully placed in inclusive education. Child gets Global development achievement.

Key Findings
- ➢ IEPs should be student-centered and focused on individual needs.
- ➢ Collaboration and communication are crucial for effective IEP development and implementation.
- ➢ Data-driven decision-making is essential for ensuring that IEPs are effective.
- ➢ Family involvement is critical for the success of IEPs.
- ➢ Regular review and revision of IEPs are essential.
- ➢ Promising Practices
- ➢ Incorporate functional skills into IEPs.
- ➢ Use clear and measurable goals in IEPs.

➢ Provide progress monitoring data in IEPs.
➢ Include transition planning in IEPs.

Conclusion

For children with learning disabilities, self-awareness (knowledge about strengths, weaknesses, and special talents) and self-confidence are very important. If children with learning disabilities are eating right and getting enough sleep and exercise, they will be better able to focus, concentrate, and work hard. To acquire specific learning skills, they require specialized teacher through IEP in everyday basis. Parents, classroom teacher and other subject teachers support and collaboration to understand the child's difficulties and develop his specific learning skills. Parents and their family economic support are also important for making this inclusive programme successful. According to UDL principle the special education teacher has to apply the principles in creative way among various subjects by upgrading their knowledge about all students with special needs.

References

https://www.ijlter.org › ijlter › article › view

https://www.edudel.nic.in › 5.pdf

https://www.positiveaction.net › blog › learning-disabi...

https://www.helpguide.org › articles › learning-disabili...

https://www.healthyplace.com › learning-disabilities

https://www.understood.org › articles › what-is-an-iep

https://www.ncbi.nlm.nih.gov › articles › PMC5329996

https://scertjk.online › web › adm › upload › 1...

https://kidshealth.org › parents › iep

https://journals.sagepub.com › doi

FOSTERING INCLUSIVE EDUCATION: EXAMINING THE LEGL RIGHTS OF STUDENTS WITH DISABILITIES

*Daniel Sathya Singh. G
PhD Scholar & Asst. Professor of Education
PSN College of Education, Tirunelveli
**Dr Maria Saroja. M
Research Director, IQAC Coordinator &Associate Professor of Biological Science
St. Ignatius College of Education (Autonomous),Palayamkottai

ABSTRACT

Education serves as a crucial catalyst for individual enlightenment and collective national development. The global recognition that knowledge is indispensable underscores the universal truth that wealth and power in the contemporary world are inextricably linked to education. Recognizing this, the Indian Constitution has enshrined the Right to Education as a Fundamental Right, ensuring equal accessibility for all based on the principles of Equal Opportunities and Intelligible Differentia. In alignment with these principles, various laws, policies, and institutions have been established to create an integrated and non-discriminatory education system. However, the reality is that not all individuals within society possess equal capabilities. Some face challenges due to physical or mental disabilities, often finding themselves marginalized when it comes to the distribution of the nation's resources. Termed as Differently Abled Persons or Persons with Disabilities, these individuals require specialized care for their holistic development. Despite ongoing nationwide efforts, they often struggle to fully reap the benefits of educational opportunities. This paper seeks to assess the effectiveness of the legal framework in ensuring that Persons with Disabilities can genuinely access their Right to Education. It explores the existing initiatives and endeavors aimed at promoting inclusive education and examine the challenges and gaps that persist in realizing equal educational opportunities for this segment of the population.
Keywords: Integrated Education, Disabled Children, Right to Education

Introduction

A disability is often defined as the malfunctioning, disturbance or loss in the normal functioning of physical, mental or psychological processes, or a difficulty in the ability to learn, or adjust socially, which interferes with a person's normal growth and development. Article 41 enjoins that, The State shall, within the limits of its economic capacity and development make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement. Persons with Disabilities Act, 1995 is modelled on human rights approach and entitles persons with disabilities to all measures that are necessary for the effective enjoyment of their right to education.

Integrated Education for Disabled Children (IEDC)

In the 1970s, the government launched the Centrally Sponsored Scheme of IEDC. The scheme aimed to provide educational opportunities to learners with disability in regular schools and to facilitate their achievement and retention.

National Policy on Education (NPE), 1986

The NPE brought the fundamental issue of equality centre stage. Section 4.9 of the policy clearly focuses on the needs of the children with disabilities. The objective should be to integrate the physically

and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

The Rehabilitation Council of India Act 1992

The Rehabilitation Council of India was set up by the Government of India in 1986, initially as a society to regulate and standardise training policies and programmes in the field of rehabilitation of persons with disabilities.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

Every child with disability shall have the right to free education till the age of 18 years in integrated schools or special schools. Appropriate transportation, removal of architectural barriers and restructuring of modifications in the examination system shall be ensured for the benefit of children with disabilities. Children with disabilities shall have the right to free books, scholarships, uniform and other learning material. Special schools for children with disabilities shall be equipped with vocational training facilities. Non-formal education shall be promoted for children with disabilities. Teachers Training Institutions shall be established to develop requisite manpower. Parents may move to appropriate forum for the redressal of grievances regarding the placement of their children with disabilities.

Sarva Sikshya Abhiyan, 2000

The scheme was launched in 2000 to spread elementary education to all places across India. Few aspects of this scheme related to disabled children can be cited as follows detecting the disability at the earliest stage, education placement, aids and appliances, support services; training for teachers; etc. 85% of the fund for this scheme is to be spent by Central Government while 15% will be spent by respective State Governments.

Inclusive Education for Disabled at Secondary Stage (IEDSS), 2009

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10.This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the disabled children in classes IX-XII. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. This scheme aims to enable all students with disabilities, to pursue further four years of secondary schooling after completing eight years of elementary schooling in an inclusive and enabling environment.

The Right to Free and Compulsory Education (RTE) Act, 2009

The Right to Free and Compulsory Education (RTE) Act, 2009, it ensures that every child within the age-group of six to fourteen years in our country has a fundamental right to pursue free and compulsory elementary education in a neighbourhood school. It mandates free and compulsory elementary education to all children including children with special needs. Section 3 (2) of the RTE Act lays impetus on the elementary education of children with disabilities. As per the Amendment of 2012, it also mandates that, a child with multiple and/or severe disability has the right to opt for home based education.

Rights of Persons with Disability (RPwD) Act, 2016

Like all children, children with disabilities also have the right to pursue free and compulsory elementary education, either in formal government schools or private and specified category schools or avail the home-based education facility. Their education is to be provided as per the Rights of Persons with Disabilities Act, 2016, commonly referred to as RPwD Act. Further, as per the RPwD Act, 2016, every child with benchmark disability between the age of six to eighteen years has the right to free education in

a neighbourhood school, or in a special school, of their choice. Whereas, a child with high support needs, is entitled to services and facilities, to be provided by the Government as per their needs and requirements. Duty of educational institutions according to RPwD Act, The appropriate government and the local authorities shall endeavor that all educational institutions funded or recognized by them provide inclusive education to the children with disabilities and, towards that end, shall admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others

- ➢ Make building, campus and various facilities accessible.
- ➢ Provide reasonable accommodation according to the individual's requirements.
- ➢ Provide necessary support, individualised or otherwise, in environments that maximise academic and social development consistent with the goal of full inclusion.
- ➢ Ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication.
- ➢ Detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them.
- ➢ Monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability.
- ➢ Provide transportation facilities to the children with disabilities and also the attendants of the children with disabilities having high support needs.

National Education Policy (NEP) 2020

The National Education Policy (NEP) 2020 reaffirms the provisions in the RPWD Act regarding inclusive education. The policy takes on a broader inclusion perspective and aims to achieve learning for all, particularly addressing the exclusion of socio-economically disadvantaged groups. The policy emphasizes the importance of inclusion of children with disabilities from early childhood education to higher education, with the provision of assistive devices and teaching and learning materials.

Curriculum

All students have the right to access the curriculum. Students with disability have the right to access the curriculum on the same basis as other students. This includes the right to be assessed fairly on what they have learnt. Education providers who uphold these rights will provide an accessible and inclusive curriculum by considering the needs of students with disability when they are designing curriculum and assessment tasks. providing learning opportunities that meet students' individual needs providing students with extra support if necessary to enable them to participate and demonstrate their learning on the same basis as other students. Students with disability have the right to general and specialised support. Students with disability have the right to access support services, such as: general educational support services provided for all students, such as a computer helpdesk, a supervised homework club, or careers advisory service specialised support services for students with disability, such as physical therapy, or personal and medical care, which are essential for them to participate in education.

Conclusion

The ethical implications of a dual education system are being scrutinized in the context of the ongoing struggle to uphold the rights of individuals with disabilities. There is a growing consensus that a unified educational system, encompassing all aspects on a single platform, is a more favorable option. Consequently, it becomes imperative to instigate a range of modifications at various levels to establish a 'school for all' featuring an inclusive curriculum. Thorough examination of educational challenges is essential, with the goal of providing specialized assistance to ensure universal curriculum access. Care must

be taken to prevent the isolation of students with special needs from their peers while delivering this specialized support. Another crucial consideration is how the school is structured to effectively cater to the diverse needs of all students. This involves maintaining flexibility in the curriculum's scheduling and delivery, coupled with the provision of necessary resource support such as special educators, assistive technologies, and teaching-learning materials. The professional development of teachers and educators assumes great importance; encompassing attitudinal shifts alongside the acquisition of information and skills essential for fostering a more inclusive society. Moreover, a comprehensive inclusive education initiative must involve collaboration with parents and external support from NGOs and specialized schools. This collaboration encompasses training, curriculum delivery, assessment, and various other aspects to ensure the success of the inclusive education model.

References

Gupta,B., & Rimpi.(2020). Rights and Entitlements of Persons with Disabilities in India: An Evaluation. Journal of Human Rights Law and Practice,3(1), 21-33.

Fuentes, M. A., Zelaya, D. G., & Madsen, J. W. (2021). Rethinking the course syllabus: Considerations for promoting equity, diversity, and inclusion. *Teaching of Psychology*, 48(1), 69–79.

Krishnan, A., Rabinowitz, M., Ziminsky, A., Scott, S. M., & Chretien, K. C. (2019). Addressing race, culture, and structural inequality in medical education: A guide for revising teaching cases. *Academic Medicine*, 94(4), 550–555.

Schwab, S. (2017). The impact of contact on students' attitudes towards peers with disabilities. *Research in Developmental Disabilities*, 62, 160–165.

https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/legal-rights-of-the-disabled-in-india

THE FOUNDATION OF A QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP)

*Pushpa Devi.P
M.Ed. Scholar
**Rufina Thana Sudha. R
Assistant Professor of Biological science
VOC College of Education, Thoothukudi

ABSTRACT

Children with unique educational needs and disabilities might receive diverse perspectives on education through inclusive education and special education, which are founded on different philosophies. They are becoming more and more thought to have completely different methods. This article presents a theory of inclusive special education that combines special education interventions, tactics, and processes with the inclusive education philosophy, values, and practises. The goal of developing inclusive special education is to offer a vision and guidelines for rules, practises, and instructional methods that will enable all kids with special needs and disabilities to receive an excellent education.

***Keywords:** Inclusive education, special education, special educational needs, disabilities.*

Introduction

Inclusion in education is an approach to educating students with special educational needs. the inclusion model, students with special needs spend most of their time with nondisabled students. Inclusion rejects the use of special schools or classrooms to separate students disabilities from students without disabilities. Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which all students perceive to be valued and able to succeed. Active learning strategies are useful but may not account for dynamics like unconscious bias or gender role stereotyping in the classroom. Inclusive strategies aim to promote self-reflection and action for change.

Collaboration in Inclusive Education

Teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as 'challenging'. Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes. Negative attitudes of head-teachers, inspectors of education, teachers and adults (parents and other family members) are major barriers to inclusion. Teachers, other educators, and non-teaching support staff need to be trained and ready to assist children, youth and adults in their development and learning processes on a daily basis (UNECSO, 2009). Collaboration with the parents is very important for the progress in the process of education.

Developing a Successful Individualised Education Plan (IEP)

Goals and objectives are common terms used to characterise IEP learning outcomes. The following must be included in an IEP: the student's goals or outcomes for that school year, if they differ from the learning outcomes outlined in a relevant educational programme guide; a list of the services needed for the student to receive the support needed to reach their goals; a list of modifications to instructional methodologies, educational resources, or assessment techniques. The following should also be included in

an IEP: the student's current academic achievement levels; the location of the educational programme; the identities of all the staff members who will be delivering the programme and the student's support services during the academic year.

This appropriate education is implemented through each child's Individualized Education Plan (IEP), the legal document in which parents and school personnel determine specific supports and services the student will need to access general education. This IEP process is one of the most powerful aspects of the student's education and therefore the IDEA mandates that parents are equal members in the creation of the IEP (Yell 2012). The Individual Education Plan is developed through a collaborative process involving the school, parents, the student (where appropriate) and other relevant personnel or agencies. It refers to the adapted or modified aspects of the educational programme and focuses on priority learning needs, although the student may also have other learning needs that will not require the same intensive degree of planning and monitoring. Not every aspect of the curriculum and school life needs to be modified for every student with special educational needs - only those areas of identified need arising from assessment should be covered. The amount of adaptation and support will vary according to the individual learning needs of each student. Some students with more complex needs may require significant educational modifications (NCSE Report, 2006). The five strongest points of the IEP (individual education plans) are: based on the true knowledge of the student; they are made according to the true abilities and interests of the students; predict real time limits; related to the resources of the school.

The Individualized Educational Plan (IEP)

The condition that cause learning disabilities and special Educational Needs are many: some are severe and well -defined, others may not be. Faced with these objective difficulties, teachers need to develop forms of individualized teaching. In general, this means defining foals, educational attitudes and activities specifically designed for individual peculiarities, and paying particular attention to each student's strengths and weaknesses.

The Integration and inclusion of Students with Disabilities and Special Educational Needs (SEN):

The daily reality of our schools, as well as that of our society, is characterized by constant confrontation with the heterogeneity of our student's needs. Seventeen years ago Brahm Norwich theorised the co-existence, within the school context, of three basic types of educational needs.

- Common needs, which refer to characteristics possessed by all;
- Specific needs, covering aspects shared by some pupils;
- Individual needs, which refer solely to some pupils and that are different from everything else.
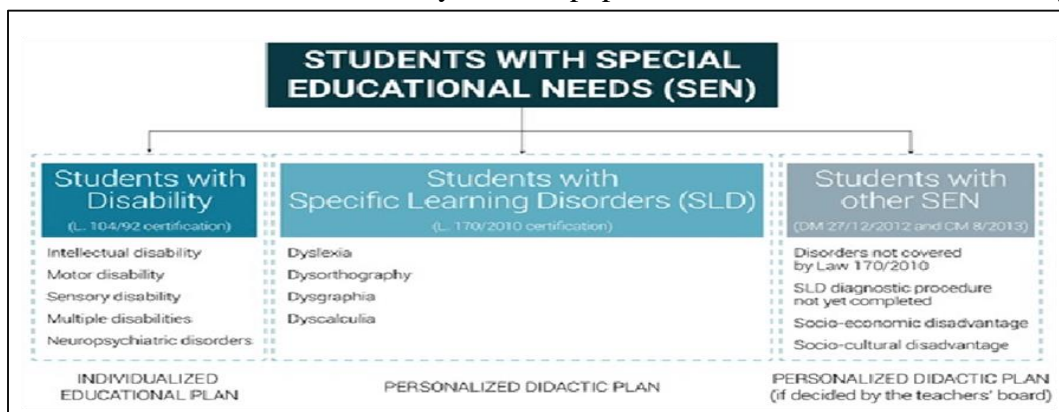
Conclusion

Inclusion is arranged through network coordination and persons centred system. Support of parents of children with SEN enable increased active participation of inclusive educational access and higher standards for all children. Inclusion involves different participation of the individual or the group in the social processes, respecting the difference, the individual possibilities and desire.

References

Acedo, C. (2008). Inclusive education: pushing the boundaries.Prospects, 38 (1),5–13.

Ajuwon, P. M. (2008). Inclusive Education for Students with Disabilities in Nigeria: Benefits, Challenges and Policy Implications. *International Journal of Special Education*, 11-17

Bartolo P., Blake C., & Jacova Z. (2007). International Perspectives on SEN and Inclusion, *British Journal of Learning Support,* 2, 50.

Bouillet, D. (2013). Some Aspects of Collaboration in Inclusive Education Teachers' Experiences. CEPS Journal, 3 (2), 93-117

LEVERAGING ASSISTIVE TECHNOLOGY

*** Dr Jeya Selva Kumari.T**
Assistant Professor of Education
St.Ignatius College of Education (Autonomous),Palayamkottai

ABSTRACT

Assistive technology allows individuals with unique needs to succeed in tasks they may not be able to do regularly. There is a rise in implementing assistive technology into the classroom, as it helps educators create an inclusive environment for their students. The following review examines the literature surrounding the benefits of including assistive technology in education. There needs to be more data surrounding the perspectives of individuals who use assistive technology to succeed in education, include further research on these perspectives, getting educators training on assistive technologies available, and the need to continue improving existing assistive technology. Looking ahead, fostering a culture of inclusivity and promoting awareness about the benefits of assistive technology in education is crucial, such as these will help advocate the efforts to help create an environment where assistive technology is embraced, reducing stigma and encouraging widespread adoption, assistive technology in education will be conducted to accomplish this aim. The focus will be on analysing studies that highlight the positive outcomes associated with its implementation, will contribute to the existing body of knowledge by shedding light on the benefits of integrating assistive technology in education while emphasizing the importance of considering the perspectives of those who rely on such technology. By promoting understanding and awareness, aims to support the development of inclusive educational practices that leverage assistive technology to empower individuals with unique needs. For people with disabilities, technology has become an invaluable tool to help level the playing field in the workplace. From assistive technologies that can make everyday tasks easier, to remote learning options that provide a path to career advancement, they can use technology to improve their career prospects in many ways.

Keywords: *Assistive Technology, Education, Inclusive Environment, Stigma*

Introduction

Assistive Technology can be defined as any product or system that supports disabled users to perform functions they may otherwise find difficult. The technology covers and aids a variety of different disabilities, including visual impairments, hearing impairments, physical, cognitive and learning disabilities. The introduction of more tech tools into the classroom has opened opportunities to reach learners with different learning needs. Hear how assistive technology can help design adaptable activities and materials for various learning modes. In today's diverse and inclusive educational landscape, assistive technology has emerged as a powerful tool in fostering an inclusive classroom environment. By breaking down barriers and providing tailored support, assistive technology ensures that students with varying abilities can actively participate and thrive alongside their peers, benefits of incorporating assistive technology into educational settings, focusing on its impact on individuals with unique needs.

Assistive Technologies

Assistive technologies play a vital role in enabling many individuals with disabilities to navigate their daily lives and fully participate in various activities. These technologies include screen readers,

speech recognition software, alternative input devices, and augmentative and alternative communication (AAC) systems. By leveraging assistive technologies, individuals with disabilities can overcome limitations and access information, communicate effectively, and pursue their professional and personal goals.

Accessibility in Digital Platforms

In the digital era, accessibility in websites, applications, and digital content is crucial for ensuring equal opportunities and experiences for all users. Organizations cam leverage technology to implement accessibility features such as captioning, audio descriptions, alternative text for images, keyboard navigation, and color contrast. By adhering to accessibility standards and guidelines, organizations can provide an inclusive digital experience, reach a broader audience, and enhance user satisfaction.

Remote Work and Telecommuting

Advancements in technology have facilitated remote work and telecommuting, providing greater flexibility and access to employment opportunities for individuals with enable individuals to work from home, eliminating physical barriers and reducing the need for long commutes. This shift has increased workforce participation and empowered individuals with disabilities to contribute their skills and expertise.

Virtual Reality and Simulation

Virtual reality (VR) and simulation technologies have immense potential in promoting empathy, raising awareness, and enhancing disability inclusion. Organizations can utilize VR experiences to simulate various disabilities, allowing individuals to gain firsth and insight into the challenges faced by people with disabilities. This immersive approach fosters understanding, compassion, and empathy, and encourages individuals to actively support disability inclusion efforts.

Online Learning and Education

Technology has revolutionized education by providing flexible and accessible learning opportunities. Online platforms, e-learning modules, and educational apps enable individuals with disabilities to access education from anywhere; customize learning experiences, and access accommodations tailored to their specific needs. These tools empower individuals to pursue higher education, acquire new skills, and enhance their professional development.

Smart Assistive Devices

Smart assistive devices, such as smart hearing aids, wearable devices, and home automation systems, have transformed the lives of individuals with disabilities. These devices leverage technology to enhance mobility, communication, and independence. For example, wearable devices can provide real-time feedback on posture, mobility aids with built-in sensors can assist with navigation, and voice-activated home automation systems can increase accessibility and convenience.

The Importance of Accessibility in Digital Platforms and its Impact on Disability Inclusion

As we rely more on digital platforms for work, communication, education, and entertainment, ensuring that these platforms are accessible to disabilities. Video conferencing platforms, collaboration tools, and remote access software everyone is not just a question of maximizing the audience but a fundamental matter of equity and human rights. Accessibility has become more crucial than ever before. It plays a significant role in ensuring that everyone, regardless of their abilities, can

fully engage with and navigate through digital platforms. In this week's newsletter, we will explore the importance of accessibility on digital platforms and its profound impact on disability inclusion.

Understanding Accessibility in Digital Platforms

Accessibility in digital platforms refers to designing and developing websites, applications, and other digital tools in a way that enables individuals with disabilities to access and use them effectively. Disabilities can vary greatly, including visual, auditory, motor, and cognitive impairments. By implementing accessible features, we can ensure that individuals with disabilities can engage with digital platforms independently and without barriers.

Breaking down Barriers

Digital accessibility breaks down barriers and empowers individuals with disabilities to access information, opportunities, and services that were previously inaccessible to them. It enables them to participate in online communities, access educational resources, find employment opportunities, and engage in various online activities. By removing these barriers, we foster a more inclusive society that values diversity and provides equal opportunities for all.

Empowering Individuals with Disabilities

When digital platforms are designed with accessibility in mind, they empower individuals with disabilities to participate fully in society. They can apply for jobs, access education, and engage in online communities with ease. This empowerment leads to greater independence and self-confidence.

Boosting Inclusion in the Workforce

Accessible digital platforms are vital for creating inclusive workplaces. From accessible intranets and software to virtual meetings and e-learning, accessibility ensures that employees with disabilities can fully participate in their roles. This not only benefits individuals but also enriches organizational diversity and innovation.

Legal and Ethical Imperative

Ensuring accessibility in digital platforms is actually a legal requirement in nations across the globe; many countries have recognized the importance of digital accessibility and enacted laws and regulations to ensure compliance. Beyond legality, it's a matter of ethics. Failing to comply with these standards not only poses legal risks but also tarnishes a company's reputation. Prioritizing accessibility is a statement of commitment to diversity and inclusion.

Expanding Market Reach

When digital platforms are accessible, businesses can reach a broader audience. This includes not only individuals with disabilities but also older adults, non-native speakers, and people using a range of devices. An accessible platform is often a more user-friendly one, benefiting everyone. Accessible design fosters innovation. When we design for accessibility, we often discover creative solutions that benefit a broader audience. Moreover, businesses that prioritize accessibility can tap into a larger customer base as they cater to the needs of individuals with disabilities.

Expanding Opportunities

Accessible digital platforms expand opportunities for individuals with disabilities. They can access information, apply for jobs, shop online, and engage with content just like anyone else. This opens doors to new educational and professional prospects, empowering individuals with disabilities to reach their full potential.

Steps towards Accessibility

To create accessible digital platforms, organizations can take several steps, such as:

❖ Raise awareness by sharing knowledge about digital accessibility within your professional network and promoting its importance

❖ Learn about digital accessibility standards and guidelines, such as WCAG (Web Content Accessibility Guidelines),

❖ Conduct accessibility audits and assessments to identify areas for improvement.

❖ Implement accessible design principles, such as providing alternative text for images, using clear and concise writing, and ensuring color contrasts are readable for individuals with visual impairments.

❖ Incorporate assistive technologies, such as screen readers, keyboard navigation, and adjustable font sizes.

❖ Train designers, developers, and content creators on accessibility best practices.

❖ Encourage your organization to prioritize accessibility in digital projects and services.

❖ Involve individuals with disabilities in user testing and feedback sessions to improve accessibility.

❖ Regularly assess your digital platforms for accessibility and take steps to address any issues.

The Business Case for Accessibility

Aside from the moral and legal reasons, there is a strong business case for accessibility. By making digital platforms accessible, organizations can now serve the previously untapped market segment of individuals with disabilities, estimated to be over a billion people worldwide. Moreover, accessibility fosters a positive brand reputation, customer loyalty, and innovation by considering diverse perspectives and user needs.

Disability Inclusion Compass

Discover the latest insights on Disability and Inclusion. Stay informed, learn best practices, and promote inclusivity. Helping Entrepreneurs with Disabilities Build a Stream of Income that keeps them Afloat while Their Health Rocks the Boat Talks about life, work, disability, health and wellness, and disability inclusion.

Intersectionality in Disability Inclusion
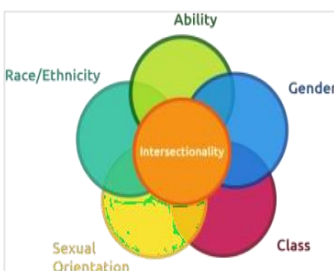
Breaking barriers and.

Embracing Diversity:
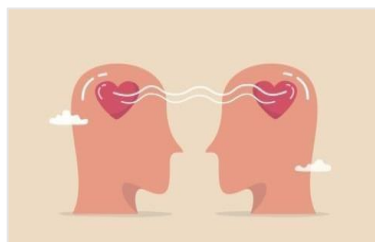
The role of empathy in

fostering disability inclusion:

Embracing inclusive marketing

A pathway to disability inclusion

The future of disability inclusion: Trends and opportunities

Measuring the impact of disabilities inclusion initiatives

Navigating legal and regulatory frameworks for disability inclusion

Conclusion

Technology is a powerful tool for driving disability inclusion and creating a more accessible world. By leveraging assistive technologies, ensuring accessibility in digital platforms, embracing remote work opportunities, utilizing virtual reality and simulation, facilitating online learning, and leveraging smart assistive devices, organizations can empower individuals with disabilities and break down barriers. Let's continue to harness the potential of technology to build inclusive environments where everyone can thrive. The impact of accessibility in digital platforms on disability inclusion cannot be overstated. By embracing accessible design principles and making them an integral part of our digital initiatives, we are taking significant steps towards creating an inclusive society where everyone has equal access to opportunities. Accessibility in digital platforms is not only a legal and ethical responsibility but also a powerful tool for promoting disability inclusion. By prioritizing accessibility, organizations can break down barriers, enhance user experiences, and create a more inclusive digital landscape. Let's work together to ensure that no one is left behind in this digital era.

References

Ayon, V., & Dillon, A. (2021). Assistive Technology in Education: Conceptions of a Socio-technical Design Challenge. *The International Journal of Information, Diversity, & Inclusion*,18-23.

Coleman, M. B., & Cramer, E. S.(2015). Creating Meaningful Art Experiences with Assistive Technology for Students with Physical, Visual, Severe, and Multiple Disabilities. Art Education, 68(2),6-13.

Hasselbring, T. S., & Candyce H. Williams Glaser. (2000). Use of Computer Technology to Help Students with Special Needs. The Future of Children, 10(2),102-22.

Parette, P., & Scherer, M. (2004). Assistive Technology Use and Stigma. Education and Training in Developmental Disabilities, *Journal of Visual Impairment & Blindness, 114(6),12-45.*

Forgrave, K. E. (2002). Assistive Technology: Empowering Students with Learning Disabilities. *Eric*, 75(3),122-126.

https://edutechtalks.com/leveraging-assistive-technology-to-promote-student- engagement/

https://pressbooks.pub/techcurr2023/chapter/inclusive-education-with-assistive- technology/

https://scholarworks.unr.edu/handle/11714/3740

https://nagalandtribune.in/assistive-technology-for-inclusion-indias-vision-and- potential/

FOSTERING INCLUSIVITY IN EDUCATION: PATHWAYS TO INCLUSIVE AND EQUITABLE QUALITY EDUCATION

*Sofia Selvarani. C
PhD Scholar
St.Ignatius College of Education (Autonomous), Palayamkottai
**Dr MariaSaroja. M
IQAC coordinator, Research Director
& Associate Professor of Biological Science
St.Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

Fostering a varied and fair learning environment requires inclusion in education. The SDG4 goal of the UN "ensures inclusive and equitable quality education and promotes lifelong opportunities for all". An inclusive classroom is a room with diverse learning needs. Based on the recent survey conducted, there are 21 million children with various disabilities in India. Inclusion and equity are principles that should be an integral part of all educational policies, plans, and practices, rather than being the focus of a separate policy. It is expected that all learners have access to quality education thus acknowledging the value of diversity and respect for human dignity (UNESCO, 2015a). It is not only about access to education, but also about having quality learning spaces and pedagogies that enable students to flourish and work toward creating a just society. The curriculum acquires a prime position in guiding principles of inclusion and equity within a classroom scenario. Teachers need to focus their attention toward developing the curriculum that will include the voice of those marginalized. Learning cannot be defined narrowly as the acquisition of knowledge presented by a teacher; it restricts the progress of the students and in enhancing their perception about society. Inclusive education is an educational philosophy and approach that seeks to provide equal opportunities for all students, regardless of their individual backgrounds, abilities, disabilities, or special needs. The core principle of inclusive education is to create learning environments where every student, regardless of their differences, can participate, learn, and thrive together. Inclusive classrooms are where diversity is celebrated, and individual differences are regarded as valuable assets, not roadblocks. Here, the aim is not just to teach tolerance but to revel in the symphony of life that students compose together. In this inclusive educational journey, each student becomes an essential part of the collective learning experience, creating a harmonious and enriching environment for all. In recent years, there have been significant developments in the education of people with disabilities. These developments have gone hand in hand with substantial legislative and technological changes that support the development of inclusive education. This paper also sets forth to study the barriers in using Assistive Technology and suggests the successful way of implementing it and thereby attaining quality equitable inclusive education.

Keywords: Fostering Inclusive Education, Equitable quality education, Inclusive Education

Introduction

"For most people, technology makes things easier. For people with dis ability technology makes things possible" – Mary Pat Radabaugh

Children with special needs are among the most stigmatized and excluded group of children in the world. According to the UNO survey, the disabled children are likely to have poor health; poor education and less economic opportunity which make them face greater inequality. The cause of inequality also includes other compound factors such as gender and ethnicity. Lack of assistive stands as major barrier in

restricting the CWSN to attain education and live an equitable quality life in the society. Assistive technology helps in the enhancement of quality life for themselves and their surroundings.

"Education then, beyond all the other devices of human origin, is the great equaliser of the conditions of men-the balance-wheel of the social machinery."- Horace Mann „Inclusion" a recent step in special education remains a complex and controversial issue but has been accepted and interpreted innumerably. Inclusive Education aimed at catering to the educational needs of all children who are vulnerable to exclusion due to their specific problems and circumstances. Inclusion in context of the special education means the process of educating children with and without Special Education Needs (SEN) in general education system with specially designed instruction and support system in the curriculum, examination, methodology and classroom environment for attaining successful learning from the part of the learners.

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca Statement, Spain 1994 as cited in Singh, 2016) and was restated at the World Education Forum (Dakar, Senegal 2000 as cited in Singh, 2016). The Statement solicits governments to give the highest priority to making education systems inclusive and adopt the principle of inclusive education as a matter of policy. The idea of inclusion is further supported by the United Nation"s Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all (Singh, 2016). According to UNICEF 2007, Inclusive Education (IE) is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. It means attending the age appropriate class of the child"s local school, with individually tailored support.

Inclusion does not mean „dumping". Inclusion is a basic value that extends to all children. Inclusion gives a message "Everyone belongs to the school- Everyone is welcome to the school." Inclusion is based on the philosophy that all students are different in any number of ways (not limited to disability), and in order to meet their learning needs, schools need to adapt and change their practices. (Kineslla and Senior, 2008 & Oliver, 1990).

Fostering Inclusive in Education

Fostering a varied and fair learning environment requires inclusion in education. This article examines the relevance of inclusion in educational environments, as well as its advantages, difficulties, and implementation options. Educational institutions may foster environments where each student feels valued, respected, and encouraged to realise their full potential through embracing inclusiveness. Providing students from diverse origins, talents, and identities with equal opportunities, resources, and support within orthodox educational contexts is known as inclusion in education. It places a strong emphasis on fostering a climate that respects and promotes diversity, enabling every student to engage fully and succeed academically. It is impossible to overestimate the significance of inclusion in education since it is essential to developing a culture that values diversity and fosters social cohesiveness.

When nation states came together to adopt the vision of 'Transforming our World', they put forth a collective agenda, 'a plan of action for people, planet and prosperity' (UN 2015). This agenda, which was the foundation of the United Nations Sustainable Development Goals (SDGs), refers extensively to equity, inclusion, diversity, equal opportunity and non-discrimination. It envisions a 'world with equitable and universal access to quality education at all levels, to health care and social protection' (UN 2015). The framing of Goal 4 of the SDGs reiterates this commitment by noting the need to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' .

The SDGs, unlike the Millennium Development Goals (UN 2000), are universal and apply to all countries rather than being seen as important and intended for action only in relation to developing economies. This echoing of a collective commitment and vision also acknowledges that there is still much to be done in relation to addressing issues of inequity globally, within the sphere of education, alongside all other areas. Education, when viewed through the lens of quality, relevance and meaningfulness, is an opportunity with the potential to transform lives. Even though the SDGs currently dominate the global framing around education, when mapping out the genesis of 'inclusive education', the Salamanca Framework for Action

(UNESCO 1994), is regarded as the seminal declaration in the field. The adoption of this Statement marked the beginning of a new movement and soon inclusive education became a phrase with international currency (Booth and Ainscow 1998). Inclusive education has since been described as a global movement (Peters 2004) and a global priority (Ydo, 2020). In less than 30 years, 'the business of inclusive education is booming' (Abdulrahman et al. 2021). International attention on inclusive education has grown to establish itself in policy, practice and as a thriving field of educational research across countries, with a proliferation of journal papers and centres offering deeper explorations and promises of more inclusive education systems. Though the concept has international currency, many points of debate remain in the discourse.

The Global Education Monitoring (GEM) Report (UNESCO 2020) focused on Inclusion and Education, and noted that inclusion is difficult to define, as it can be understood both as a process and as a result (inputs, outputs or outcomes). This unease to provide a universal definition of inclusive education is an acknowledgment of its deeply complex, multi-faceted and dynamic nature. While there has long been a general agreement on the principle of inclusive education as something to be pursued, the concept of inclusive education has been given many different interpretations (Norwich 2007; Artiles et al. 2006) and continues to be defined differently (Haug,2017). This has resulted in intense debates and disagreement surrounding the meaning, extent and nature of inclusiveness in different education systems. This lack of conceptual clarity surrounding inclusive education is stark in educational research in this area as shown by Nilholm and Goransson (2017). They conducted a review of the different ways in which inclusive education was conceptualised in 30 of the most cited articles in European and North American journals. Their analysis illustrated that the definitions of inclusion in articles reporting empirical research were largely restricted to an exclusive focus on placement, that is, inclusion as being about placing children with disabilities in mainstream schools. Nilholm and Goransson argue that this lack of conceptual clarity is problematic, as it gives the illusion that the same phenomenon is being analysed across articles. The authors conclude by advocating not for a single definition of inclusive education, but for research studies to clearly state their operational definition of inclusive education within their given context.

Benefits of Inclusion

- ➢ **Academic achievement:** By meeting the various learning requirements of all students, inclusive education encourages academic achievement for all children. For instance, students with impairments profit from individualised support and modifications that let them fully participate in the curriculum.
- ➢ **Social and Emotional Development:** Inclusive classrooms support the growth of social abilities, empathy, and emotional acuity. As they connect with classmates from different backgrounds, they develop a sense of belonging and lessen their risk of prejudice or isolation.
- ➢ **Diversity Education:** Inclusion educates kids on the diversity and interconnectedness of the world they will face outside of the classroom. Students gain the abilities necessary to succeed in multicultural and global situations through engaging with people from other backgrounds.
- ➢ **Lessening of Stigma:** Inclusive education lessens the stigma frequently connected to differences or impairments. Students who are raised in an atmosphere that values diversity are more likely to see it as a normal and positive element of society.

Challenges in Implementing Inclusive Education

In the realm of inclusive education, where every student is unique in their own kind, teachers find themselves at the forefront of a noble mission. However, this journey is not without its share of challenges. Picture a landscape marked by three towering peaks, each presenting its own formidable obstacle.

- ➢ **Lack of Resources-**In the world of inclusive education, teachers often face a tough challenge a shortage of essential resources. It's like trying to cook your favourite meal but missing key ingredients. In this resource-scarce environment, teachers need to use their teaching and problem-solving skills wisely. Working closely with school administrators can be a smart move. Together, they go on a quest

to find creative solutions, turning limitations into chances for success. It's a journey where creativity is their guide, helping them create clever plans that fill the gaps and make sure every student's unique needs are taken care of.

➢ **Teacher Training-** In the ever-evolving landscape of education, not all teachers receive the comprehensive training they need to navigate the diverse and dynamic terrain of inclusive education. It's like setting sail without a map or compass, hoping to reach uncharted shores.To tackle this issue, the path to inclusive education becomes an ongoing journey of learning and improvement. Teachers play the roles of both students and guides, navigating through the complex world of specialised teaching methods and strategies. They rely on continuous professional development programs and access to helpful resources like a compass and map, empowering them to gain the skills and knowledge they need.

➢ **Resistance to Change-** Implementing inclusive education often encounters resistance akin to formidable fortress walls. These barriers aren't just constructed of bricks and mortar but are composed of scepticism and fear, erected by various stakeholders parents, students, and even some educators. To conquer this challenge, teachers need skills like a diplomat's tact and an advocate's enthusiasm. Good communication is like a bridge that connects different opinions. Teachers must become skilled at speaking about inclusion, clearing up doubts, and fostering understanding. They take the lead in promoting the many advantages of inclusion. It's like a mission where the power of words can break down even the toughest obstacles, paving the way for a brighter, more inclusive future for everyone.

Effective Inclusion Strategies

➢ Comprehensive teacher training programmes are vital to provide educators with the skills and approaches required to meet a range of learning demands. The goal of this training should be to promote an environment of empathy, respect, and understanding.

➢ Collaboration and Support: To achieve inclusive education, it is necessary for teachers, support personnel, parents, and students to work together. Each student benefits from a comprehensive support structure that is created via regular communication and insight sharing.

➢ Individualised Education Plans (IEPs): IEPs provide individualised objectives, services, and accommodations for children with special needs. These plans make sure that each student's needs are successfully satisfied.

➢ Universal Design for Learning (UDL): UDL entails creating curricular materials and instructional strategies that all students, regardless of their aptitudes or backgrounds, can access and comprehend.

➢ Inclusion in education is a concept that supports diversity, fairness, and empathy rather than merely a policy. Educational institutions help students develop holistically by promoting an inclusive learning environment, preparing them for a society where diversity is valued and appreciated. Through teamwork, sufficient funding, and a dedication to giving every kid the resources they need to achieve, the difficulties of inclusion may be addressed. In the end, inclusion in education is a strong road to freedom, equality, and a better future for everyone.

Barriers for Use of Technology

In spite of the several policies that has been made and several initiatives that has been taken, inclusive education remains as a mirage for person with disabilities as there is a lack in the use of assistive technology for persons with disabilities.

➢ **Lack of awareness:** The family of disabled and the teachers in school has a very limited awareness on the Assistive technology that is available

➢ **Legislations:** Of the global survey taken on " The government action on the implementation of the standard rules of equalization of opportunities for person with disabilities" has found that 50% of countries has not passed in passing relevant legislation, which states that assistive technology has been given low priority(UNICEF, 2016)

> ➢ **Lack of products:** In many places in India, Assistive technology or other devices has not reached the remote areas.
> ➢ **Inaccessibility:** Every individual person of disability and their needs differ from one person to the other, which makes the AT less accessible
> ➢ **Financial barriers:** Assistive technologies available are not cost effective, which people from poverty cannot afford

Suggestions for Attaining Quality Equitable Inclusive Education

The barriers discussed above hinders the development of inclusive education and the equal participation of children in the main stream society, thus analysing the need of Assistive technology at global level, UNICEF has come up with few suggestions or rather actions and suggests the successful way of implementing it and thereby attaining quality equitable inclusive education.

> ➢ Estimate the need and map resources
> ➢ Adopt legislations, policies and strategies
> ➢ Provide funding and increase affordability
> ➢ Set up assistive technology service provisions
> ➢ Supply products
> ➢ Train personnel
> ➢ Establish partnerships (UNICEF, 2016)
> ➢ Raise awareness AMONG the students, teachers and parents on the use of Assistive devices and technology available and can be used for CWSN.
> ➢ Include practical training on the use of assistive devices in the curriculum.
> ➢ Appointing a special educator for every school who assess the constant improvement and help the disabled children in getting quality education.
> ➢ Conduct more research on the use and need have more universally designed assistive devices.
> ➢ Provide scholarships and free basic Assistive devices or technologies.
> ➢ Transform the available technology to cater the pedagogical need

Conclusion

Inclusive education seeks to support, and build on, the process of development of each child. All aspects of child development (emotional, intellectual, creative, social and physical) need to be addressed if children are to achieve their full potential. Using an appropriate Assistive technology is the only powerful means of integrating equity and quality in inclusive education. It gives freedom to children to participate equally with the other children in the society. It supports the children in enjoying the things they value and it bridges the gap between people with and without disability.

References

Abdulrahman, H. K.,Adebisi,F., Nwako,Z.,& Walton.E.(2021). Revisiting (Inclusive) Education in the Postcolony. *Journal of the British Academy*,9 (1),47–75.

Artiles, A. JKozleski,E. B., Dorn, S.,& Christensen,C.(2006). Learning in Inclusive Education Research: Re-mediating Theory and Methods with a Transformative Agenda. *Review of Research in Education*,30,65-108.

Haug, P. (2017). Understanding Inclusive Education: Ideals and Reality. *Scandinavian Journal of Disability Research*, 19 (3), 206-217.

Kinesella, W., & Senior, J. (2008). Developing Inclusive schools: a systematic approach. *International Journal of Inclusive Education*, 12, 651-665. doi: 10.1080/13603110802377698

Kezia.R.(2017). Role of assistive technology in promoting quality inclusive education, *Shanlax International Journal of Education*, 6(1),320-326.

Nilholm, C., & Goransson,K.(2017). What is Meant by Inclusion? An Analysis of European and North American Journal Articles with High Impact. *European Journal of Special Needs Education,* 32 (3), 437–51.

Peters, S. (2004). *Inclusive Education: An EFA Strategy for All Children.* World Bank.

Singh, J.D. (2016). Inclusive Education in India-Concept, Need and Challenges. *An International Peer Reviewed and Referred Scholarly Research Journal for Humanity Science and English Language,*3(13),3222-3232. Retrieved from www.srjis.com/pages/pdfFiles/14685737482.DR. J.D.Singh.pdf

UN (United Nations). (2000). *Millennium Development Goals.* https://www.un.org/millenniumgoals/.

UN (United Nations). (2015). *Transforming our World: The 2030 Agenda for Sustainable Development.* New York: United Nations.

UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education.* Madrid: UNESCO.

UNESCO.(2020). *Global Education Monitoring Report 2020: Inclusion and Education: All Means All.* UNESCO.

Ydo, Y. (2020). Inclusive Education: Global Priority, Collective Responsibility. *Prospects,*49,(3-4.

https://meruinternationalschool.com/blog/explore-the-role-of-teachers-in-inclusive-education/#:~:text=The%20first%20step%20in%20inclusive,fostering%20a%20culture%20of%20acceptance.

INTERPERSONAL INTELLIGENCE OF ORPHANAGE-REARED AND HOME-REARED ADOLESCENTS WITH REFERENCE TO PARANTAL STATUS

* Rajamanickavasagan. S
Ph.D Scholar
**Dr Punitha Mary. A
Assistant Professor of Education
St. Xavier's College of Education (Autonomous)
Palayamkottai – 627002

ABSTRACT

This present study examined the interpersonal intelligence of orphanage-reared and home-reared adolescent based on parental status. The aim of the study was to find out whether there is any significant difference between orphanage-reared and home-reared adolescents in their interpersonal intelligence and its dimensions with respect to (i) only father alive (ii) only mother alive (iii) both parent. A Survey was conducted among 264 orphanage-reared and 264 home-reared adolescents from Tuticorin, Tirunelveli, and Kanyakumari districts in Tamil Nadu using simple random sampling. Descriptive and inferential statistical techniques were used for analyzing data. It was found that the home-reared parental status adolescents are better than the orphanage-reared parental status adolescents in their interpersonal intelligence and its dimension.
Keywords: Interpersonal Intelligence, Orphanage-Reared Adolescents, Home-Reared Adolescents

Introduction

The capacity for successful communication and understanding with people is known as interpersonal intelligence. It requires the capacity for successful verbal and nonverbal interaction, differentiation skills, empathy for other people's feelings and dispositions, and the capacity to consider many points of view. Interpersonal intelligence is the kind of intellect that governs our ability to communicate with people and maintain relationships. The capacity to easily ascertain the thoughts, feelings, motivations, and behaviors of another is known as interpersonal intelligence. It also refers to the capacity for effective interpersonal communication, conversation starter skills, speedy friendship development, and teamwork and collaborative environment proficiency. (Armstrong, 2009 & Gardner, H. 2011).

Significance of the Study

Modern adolescents need direction and inspiration from others through both spoken and nonverbal communication in order to do any task successfully. They are somewhat hesitant to accept such suggestions and direction. Teens' hesitancy can be attributed to their lack of interpersonal intelligence and their mutual capacity. The capacity to manage connections and relate to people well is known as interpersonal intelligence. The communication quality known as interpersonal intelligence, which encompasses a variety of traits like resourcefulness, responsibility, values, and vision, is a belief in the vast potential for improvements that can be made to oneself and one's surroundings (Canny, 2019). This trait is not even present in teenagers raised at home. Likewise, it is not unlikely that teenagers raised in orphanages possess this kind of interpersonal intelligence. Any task may be accomplished more successfully and efficiently with interpersonal intelligence. In order to improve interpersonal intelligence, a comparison study between adolescents reared in orphanages and adolescents reared at home was carried out.

Objective of the Study

To find out whether there is any significant difference between orphanage-reared and home-reared adolescents in their interpersonal intelligence and its dimensions with reference to parental status.

Hypotheses of the Study

    (i) There is no significant difference between orphanage-reared and home-reared adolescents for whom only father alive in their interpersonal intelligence and its dimensions.

    (ii) There is no significant difference between orphanage-reared and home-reared adolescents for whom only mother alive in their interpersonal intelligence and its dimensions.

    (iii) There is no significant difference between orphanage-reared and home-reared adolescents for whom both parent alive in their interpersonal intelligence and its dimensions.

    (iv) There is no significant difference between orphanage-reared and home-reared adolescents for whom both parent not alive in their interpersonal intelligence and its dimensions.

Methodology of the Study

    Survey method is used for the study. The sample of the study has been selected using Simple random sampling technique. Investigator selected 264 orphanage-reared and 264 home-reared adolescents from three districts. Interpersonal intelligence questionnaire was constructed and validated by the investigator and the research supervisor (2020). The investigator has used descriptive and inferential statistical techniques for data analysis.

Analyses of the Study

Null Hypothesis

There is no significant difference between orphanage-reared and home-reared adolescents for whom only father alive in their interpersonal intelligence and its dimensions

Table 1. *Difference between orphanage-reared and home-reared adolescents for whom only father alive in their interpersonal intelligence and its dimensions*

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level
Empathy	Orphanage	57	11.77	3.365	14.089	S
	Home	48	25.40	5.946		
Interactivity	Orphanage	57	08.65	2.311	16.485	S
	Home	48	17.48	3.046		
Amiability	Orphanage	57	11.60	3.217	17.897	S
	Home	48	28.21	5.713		
Sensitivity	Orphanage	57	08.95	2.496	15.989	S
	Home	48	17.77	3.061		
Perspicacity	Orphanage	57	12.30	3.041	15.701	S
	Home	48	27.00	5.856		
Interpersonal intelligence	Orphanage	57	53.26	7.242	31.404	S
	Home	48	115.85	12.104		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared adolescents for whom only father alive in their interpersonal intelligence and its dimensions as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (11.77, 08.65, 11.60, 08.95, 12.30 & 53.26) and home-reared (25.40, 17.48, 28.21, 17.77, 27.00 115.85) adolescents for whom only father alive, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

Null Hypothesis

There is no significant difference between orphanage-reared and home-reared only mother alive adolescents in their interpersonal intelligence and its dimension.

Table 2. *Difference between orphanage-reared and home-reared only mother alive adolescents in their Interpersonal intelligence and its dimension*

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level
Empathy	Orphanage	57	12.30	3.145	15.640	S
	Home	48	27.00	5.838		
Interactivity	Orphanage	57	08.79	2.289	17.557	S
	Home	48	17.73	2.834		
Amiability	Orphanage	57	12.04	3.454	17.132	S
	Home	48	27.40	5.342		
Sensitivity	Orphanage	57	08.72	2.631	17.337	S
	Home	48	17.79	2.705		
Perspicacity	Orphanage	57	12.44	3.088	14.723	S
	Home	48	25.77	5.597		
Interpersonal intelligence	Orphanage	57	54.28	7.324	32.005	S
	Home	48	115.69	11.469		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared only mother alive adolescents in their interpersonal intelligence and its dimension as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (12.30, 08.79, 12.04, 08.72, 12.44 & 54.28) and home-reared (27.00, 17.73, 27.40, 17.79, 25.77 & 115.69) only mother alive adolescents, the home-reared only mother alive adolescents are better than the orphanage-reared only mother alive adolescents in their interpersonal intelligence and its dimension.

Null Hypothesis

There is no significant difference between orphanage-reared and home-reared adolescents for whom both parent alive in their interpersonal intelligence and its dimensions.

Table 3. *Difference between orphanage-reared and home-reared adolescents for whom* **both parent alive in their interpersonal intelligence and its dimensions**

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level
Empathy	Orphanage	30	11.17	3.018	20.912	S
	Home	120	26.90	5.611		
Interactivity	Orphanage	30	08.27	2.434	18.738	S
	Home	120	17.91	2.840		
Amiability	Orphanage	30	12.73	3.493	16.156	S
	Home	120	26.16	5.835		
Sensitivity	Orphanage	30	08.33	2.368	18.331	S
	Home	120	17.62	2.888		
Perspicacity	Orphanage	30	12.03	3.586	17.312	S
	Home	120	26.65	5.839		
Interpersonal intelligence	Orphanage	30	52.53	6.781	39.505	S
	Home	120	115.23	10.879		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between orphanage-reared and home-reared adolescents for whom both parent alive in their interpersonal intelligence and its dimensions as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (11.17, 08.27, 12.73, 08.33, 12.03 & 52.53) and home-reared (26.90, 17.91, 26.16, 17.62, 26.65 & 115.23) adolescents for whom both parent alive, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

Null Hypothesis

There is no significant difference between orphanage-reared and home-reared adolescents for whom both parent not alive in their interpersonal intelligence and its dimensions.

Table 4. *Difference between orphanage-reared and home-reared adolescents for whom both parent not alive in their interpersonal intelligence and its dimensions*

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level
Empathy	Orphanage	120	12.22	3.049	15.907	S
	Home	48	24.90	5.175		
Interactivity	Orphanage	120	08.85	2.400	19.639	S
	Home	48	17.33	2.579		
Amiability	Orphanage	120	12.20	3.118	18.776	S
	Home	48	28.02	5.495		
Sensitivity	Orphanage	120	08.75	2.331	18.806	S
	Home	48	17.23	2.754		
Perspicacity	Orphanage	120	11.98	3.245	16.058	S
	Home	48	26.35	5.855		
Interpersonal intelligence	Orphanage	120	53.99	6.080	37.741	S
	Home	48	113.83	10.290		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared adolescents for whom both parent not alive in their interpersonal intelligence and its dimensions as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (12.22, 08.85, 12.20, 08.75, 11.98 & 53.99) and home-reared (24.90, 17.33, 28.02, 17.23, 26.35 & 113.83) both parent not alive adolescents, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

Findings of the study

1. Significant difference exists between orphanage-reared and home-reared adolescents for whom only father alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

2. Significant difference exists between orphanage-reared and home-reared adolescents for whom only mother alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

3. Significant difference exists between orphanage-reared and home-reared adolescents for whom both parent alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

4. Significant difference exists between orphanage-reared and home-reared adolescents for whom both parent not alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

Interpretation of the study

A significant difference exists between orphanage-reared and home-reared adolescents in their interpersonal intelligence and its dimensions with respect to parental status. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions. This may be because, orphanage reared adolescents do not get a chance to get advice from their parents with regard to the importance of empathy, amiability, sensitivity, perspicacity, communication skills, emotional intelligence, team working skills, negotiation skills, conflict resolution skills, problem solving skills and decision making skills. Moreover, orphan students hesitate to communicate with others freely and hence their interpersonal intelligence is less than home-reared adolescents.

Recommendations of the study

Interpersonal skills are essential skill in one life. Interpersonal intelligence of orphan reared adolescents is less than the home reared adolescents. Here are some ways to develop their interpersonal intelligence.

➢ Encourage the orphan-reared adolescents to express themselves.
➢ Help them to brainstorm to convey their feelings without using words.

➢ Hobbies and interests are common to spark up conversations between peers. Hence the orphan adolescents are encouraged to engage in any one of their hobbies.

➢ While communication and interpersonal skills heavily depend on interacting with others, listening is also an integral part. Understanding others is essential, along with being understood. Hence group activities must be organized in the schools and orphanages.

➢ Friendliness is the key to interpersonal intelligence and hence advice the orphans to have friendly attitude with others in the orphanage.

References

Armstrong, T. (2009). *Multiple intelligences in the classroom, (3rd ed).* Alexandria, VA: Association for Supervision and Curriculum Development.

Canny, A. (2019). *Interpersonal intelligence: Importance of relating well to people (Positive mind).*

Gardner, H. (2011*). Frames of mind: The theory of multiple intelligences*. NY: Basic books.

Kaufhold,A.J., & Kaufhold,S. (2013). *Basic statistics for educational research* (2nd ed.). Universe.

Mangal, S. (2002). *Statistics in psychology and Education*. PHI Learning Pvt.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES: A HUMAN RIGHTS-BASED APPROACH

*Arockia Reena. S
Assistant Professor in Mathematics
St.Ignatius College of Education (Autonomous), Palayamkottai - 627 002
**Dr Maria Prema. J
M.Ed. Coordinator & Assistant Professor of Education
St.Ignatius College of Education (Autonomous), Palayamkottai - 627 002

ABSTRACT

Children with disabilities and their families constantly experience barriers to the enjoyment of their basic human rights and to their inclusion in society. Their abilities are overlooked, their capacities are underestimated and their needs are given low priority. Yet, the barriers they face are more frequently as a result of the environment in which they live than as a result of their impairment. While the situation for these children is changing for the better, there are still severe gaps. On the positive side, there has been a gathering global momentum over the past two decades, originating inclusive education with disabilities are supported by civil society and governments. In many countries, small, local groups have joined forces to create regional or national organizations that have lobbied for reform and changes of students with disabilities to legislation. This paper focuses particularly on the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD). The latter instrument was signed by an unprecedented 81 countries on opening day, 30 March 2007. As of 15 August 2007, 101 countries had signed the CRPD and 4 had ratified it. The Disabilities Convention offers a unique opportunity for inclusive education in every country and every community to reexamine its laws and institutions and to promote changes necessary to ensure that persons with disabilities are guaranteed the same rights as all other persons. It expresses basic human rights in a manner that addresses the inclusive education for special needs and situation of persons with disabilities.

Keywords: *Human Rights, Students with Disabilities, Inclusive education, CRC, CRPD.*

Introduction

All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. (B. Lindqvist, UN Special Rapporteur for Persons with Disabilities, 1994). All governments in the region have ratified the Convention on the Rights of the Child(CRC), a holistic human rights treaty addressing the social, economic, cultural, civil, political and protection rights of children. It emphasizes both the right to education on the basis of equality of opportunity and the broad aims of education in terms of promoting the fullest possible development of the child. Article 2 of the CRC introduces, for the first time in an international human rights treaty, an explicit obligation on

governments to assure the realization of all rights to every child without discrimination, including on grounds of disability. In addition, Article 23 of the CRC specifically addresses the right of children with disabilities to assistance to ensure that they are able to access education in a manner that promotes their social inclusion (UNICEF Right to education children policy).

Disabled People

A disability is any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and interact with the world around them". Disabilities come in three dimensions, impairment, activity limitation, and participation restrictions. Disabilities can be progressive, static, or intermittent. The condition of a disability can be any of the following;

- ➤ Present at birth and affect functions later in life.
- ➤ Developmental conditions that become known during childhood.
- ➤ Related to an injury.
- ➤ Correlated with a longstanding condition.

Human Rights

Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination. Human rights are universally granted to every human being regardless of other factors such as their nationality, race, religion and so on. (Christopher Brown 2022). Human rights are the backbone of the values we hold. They protect us for our own safety and opportunities. For these reasons, it is important to stand up and speak out if someone has limited your human rights.

Inclusive Education

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Alquraini & Gut, 2012). The aim of an inclusive education environment is to ensure that all students are treated fairly and get equal opportunities. Within an inclusive education environment, student diversity and uniqueness should be celebrated without discrimination.

Children with Disabilities

According to the Convention on the Rights of Persons with Disabilities CRPD, children with disabilities "include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis". Children with disabilities are a highly diverse population group. They include children who were born with a genetic condition that affects their physical, mental or social development; those who sustained

a serious injury, nutritional deficiency or infection that resulted in long-term functional consequences; or those exposed to environmental toxins that resulted in developmental delays or learning disabilities.

Barriers to Learning for Children with Disabilities

Specific barriers to education for children with disabilities include

> **Accessibility -**School buildings may not be accessible to children with physical disabilities. In remote rural areas or slums with poor infrastructure, there may be no way for children with physical disabilities to get to school.

> **Inadequate Teacher Training and Support-**Teachers are in lack of training and resources to teach children with disabilities and to adapt their methods to address the students with disabilities needs.

> **Inflexible Curriculum and Materials-**Limited resources mean schools can struggle to adapt teaching materials like books and chalkboards for students with disabilities. For example, less than 5% of published books are available in formats appropriate for people with visual impairments.

> **Lack of Data-**Only 21 countries have living standard surveys that collect data on chronic illness and disability. There is no universally-accepted definition of disability for comparison between countries. Statistics and information about people with disabilities are often inaccurate due to a lack of resources. Sometimes disabilities are not reported because of cultural discrimination.

> **Poor Policies and Plans-**Many countries do not have plans, targets or policies that include children with disabilities. Education budgets in developing countries are often limited, leaving insufficient resources for children with disabilities. The lack of accurate data also works against effective laws and policies being introduced.

> **Cultural Barriers-**Cultural beliefs sometimes mean teachers, parents and other children have negative attitudes to people with disabilities leading to bullying, abuse and exclusion from school. Because of stigma and discrimination, students can suffer from low self-esteem which affects their academic work. Some children even hide their disabilities because of their fear of rejection

The Relevant Human Rights Standards

The Convention on the Rights of the Child (CRC) recognizes the human rights of all children, including those with disabilities. Along with the CRC, the Convention on the Rights of Persons with Disabilities (CRPD) provides a powerful new impetus to promote the human rights of all children with disabilities.

Article 24 -affirms the right of people with disabilities to inclusive education, at all levels, without discrimination and on the basis of equality of opportunity. States must ensure that children with disabilities;
 • are not excluded from the general education system and can access inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live

• are provided with reasonable accommodation of their needs

• receive the support they need within the general education system

• are provided with individualized support measures, consistent with full inclusion

States must also take measures to enable people with disabilities to participate equally in education and their communities by supporting learning of all alternative forms of communication, and enabling deaf, blind and deafblind children to learn in the most appropriate languages and modes and in environments that maximize their development. The education system must enable people with disabilities to achieve the full development of their personality, talents, creativity and mental and physical abilities, a sense of dignity and self-worth, respect for human rights and effective participation in society

Article 23 - States must provide appropriate assistance to parents with disabilities to help them care for their children. Children with disabilities have equal rights to family life and States must provide early information, services and support to children with disabilities and their families to prevent concealment, abandonment, neglect and segregation.

Article 16 -affirms the right to protection from violence, and requires States to provide forms of support to people with disabilities to help them avoid violence and abuse, and it must be accessible and appropriate to children with disabilities, as well as gender sensitive. All protection services must be age-, gender- and disability-sensitive. States must introduce child-focused legislation and policies to ensure that violence against children with disabilities is identified, investigated and prosecuted where appropriate.

Article 30 -ensures that children with disabilities have equal opportunities with others to play, recreation, leisure and sporting activities.

Article 31- obliges States to collect data on the number of persons with disabilities and to disaggregate data in their national statistics.

Article 2 -defines discrimination on the basis of disability as any exclusion or restriction that prevents the realisation of rights on an equal basis with others.

Article 3 - non-discrimination, equality of opportunity and equality between men/boys and women/girls are general principles of the CRPD.

Article 4 -duty on States to eliminate discrimination.

Article 5 - prohibition of discrimination on grounds of disability, and obligation on States to provide reasonable accommodation to promote equality and eliminate discrimination.

Article 6 -obligation to take measures to address the multiple discrimination faced by women and girls with disabilities.

Article 7 - guarantees children with disabilities respect for rights on an equal basis with other children.

Article 8 -States must adopt wide-ranging measures to raise awareness of the rights of people with disabilities, combat prejudice and discrimination, promote positive images of disability, encourage respect for people with disabilities in the education system and provide awareness training on disability.

Conclusion

Inclusive education will be successful if we accept unconditionally all children into regular classes and the life of the school provide as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes. Students with disabilities should have principals, teachers, parents and others work together to determine the most effective ways of providing a quality education in an inclusive environment. Inclusive Education promotes the civil rights of all individuals, supports the social value of equality, and teaches socialization and collaborative skills. Hence the Rights of inclusive education for students with disabilities build supportiveness, interdependence, maximize social peace and provide children a miniature model of the democratic.

References

Buysse,V. (2011). Access, participation, and supports: The defining features of high-quality inclusion. *Zero to Three Journal*, 31(4), 24-29.

Brown,C.(2022). *The importance of human rights*, The Brown Firm, PLLC.

Dash,N.(2006). *Inclusive education children with special needs*, Atlandic Publishers

https://www.futurelearn.com/info/blog/what-is-inclusive-education

https://theirworld.org/resources/children-with-disabilities/

https://www.un.org/esa/socdev/unyin/documents/children_disability_rights.pdf

https://eplibrary.libguides.com/CPOL/SR/childrens_rights/e-books

STRATEGIES IN TEACHING BIOLOGY FOR STUDENTS WITH HEARING IMPAIRED: TOWARDS INCLUSIVE EDUCATION

*Hari Keerthana. R
Student Teacher
**Kalai Selvi. R
Student Teacher
St. Ignatius College of Education(Autonomous), Palayamkottai

ABSTRACT

The purpose of this study was to review available literature to draw a comprehensive picture of what is necessary to teach Biology to students with hearing disabilities. This article put forth the strategies of teaching Biology lectures to the students with permanent or fluctuating impairment in hearing. The study also aims to examine the technologies used in the training of hearing impaired students. Their incorporation into the learning environment helps create a more inclusive and supportive educational experience for hearing-impaired students, empowering them to succeed academically and engage actively in the learning process. Although full inclusion is not extensively implemented and is controversial, this review aims to focus on the strategies towards promoting inclusive education.
Keywords: *Teaching Biology, Hearing impairment, Strategies, Technologies.*

Introduction

The inclusion of students with special needs in Brazil should be undertaken pre-ferably in regular education. With regard to the deaf individuals, municipal, state and federal laws define what measures should be taken to eliminate communication barriers and guarantee those people access to information and education, such as the training of sign language interpreters. Deaf people, due to their hearing loss, present difficulties in language and communication with hearing students and teachers, since most of them do not have enough knowledge or fluency in the Brazilian Sign Language (LIBRAS), used strictly among deaf students and school interpreters. Consequently, the interaction deficit between deaf students and their teachers and other classmates is significant, with a negative impact on their schooling for many years, Science education for students with special needs has been the topic of intense investigation within the research community. Science education must be oriented towards acquisition of skills, self and social empowerment (Kyle, 2002). Teaching Biology to students with hearing disabilities is imperative for fostering inclusive education and ensuring that all individuals, regardless of their hearing abilities, have equal access to scientific knowledge. Instead of providing separate services for students with special needs, inclusion integrates all students and services into the life of the general education classroom (Giangreco, Baumgart, & Doyle, 1985).

Necessity

The dearth of literature in teaching Science to hearing-impaired students at all levels of education may be indicative of the state-of-the-art of science teaching in contemporary school programs (Lang et.al, 1982). Hearing-impaired students do not seem to realize that their lives depend on Science (Redden, 1979). Basic Science knowledge is strongly needed for hearing impaired students who live in a highly technological society. Teaching Biology to hearing-impaired students is essential for several reasons.

Biology is a fundamental science that contributes to overall scientific literacy. Ensuring that hearing-impaired students have access to biology education empowers them to understand core concepts related to

life, ecosystems, genetics, and health. They have the same educational opportunities as their peer aligns with the principles of inclusivity and equity, promoting an environment where all students can thrive. Biology education encompasses topics related to human anatomy, diseases, and health. This knowledge is crucial for understanding their own bodies, making informed health decisions, and participating in healthcare discussions. They benefit from honing critical thinking skills as they analyze information, solve problems, and engage in scientific inquiry.

Biology education includes topics related to ecosystems, biodiversity, and environmental sustainability. Hearing-impaired students gain an understanding of the interconnectedness of living organisms and the importance of environmental conservation. Inclusive biology education fosters social integration by providing hearing-impaired students with opportunities to collaborate, engage in group activities, and build relationships with their peers. This contributes to their overall social development.

The inclusive approach of teaching Biology to students with hearing impairment not only promotes educational equity but also enriches the learning environment by embracing diversity and creating opportunities for all students to explore and understand the wonders of the biological world. It is not only a matter of academic inclusion but a pathway to empowerment, equal opportunities, and the development of essential skills. It prepares them to be informed, engaged, and contributing members of society, emphasizing the transformative impact of inclusive education.

Effective Strategies

Roald (2002) highlighted key factors which are central to the science education of deaf students. These factors are: teachers' ability to communicate fluently in sign language, lucid explanations of science concepts as well as their connection to others concepts, the need for classroom discussions differentiated teaching, realistic expectation, building students' experiences through the use of experiments, enhancing access to information and time-on-task.

O'Connor and Jenkins (1996) found that Dialogic Inquiry Model (DIM) is an effective mode of practice while teaching deaf students. DIM gave opportunities to teachers to engage deaf students in meaningful and knowledge building interactions to access broader curriculum goals. In this way, deaf students negotiated and gained understanding and meaning of abstract concepts as they investigated the problem at hand (Sourav & Emmanuel, 2010). Visual aids such as diagrams, charts, and slides are used to complement verbal instruction. This supports both hearing-impaired and hearing students, catering to diverse learning styles. When using videos, ensure they are captioned. This aids hearing-impaired students in following the content and enhances the learning experience. Co-teaching, Team teaching, Supportive teaching with sign language interpreters is a necessary tool in an inclusive classroom. The teacher educators must be given trainings to learn basic sign language to facilitate direct communication with hearing-impaired students. Alongside verbal instructions, offering written instructions and materials helps reinforce information and provides clarity for all students. Interactive activities and hands-on experiments are incorporated. Students must be given equal opportunities to participate in science curriculum so that they can attain high level of science literacy (Kumar, 2002). It is also important to provide wide range of age appropriate science experiences in schools and communities (Fisher & Frey, 2003). This engages students actively, promoting a deeper understanding of biological concepts. The teacher has to encourage a supportive peer environment where students can collaborate and support each other. Pairing hearing-impaired students with peers can enhance their learning experience. This involves implementing flexible grouping strategies and assigning groups based on diverse skills and strengths, allowing for collaboration and peer learning.

Training technologies shorten the duration of instruction, keep interests alive, embody abstract concepts, provide realistic experiences and create more learning desires (Baglama et al. 2018). Modern technology allows for the adaptation of educational materials to accommodate hearing-impaired students. Visual aids, subtitles, and assistive technologies enhance the learning experience, making biology education more accessible. It is encouraging to use the leverage technology such as educational apps, interactive simulations, and virtual labs and ensure that these tools are accessible and accommodate the needs of hearing-impaired students. Computer-assisted instruction is a teaching method that consists of an environment in which learning takes place in the computer environment, a combination of self-learning principles with computer technology, which strengthens the teaching process and student motivation, which the learners can take advantage of according to their own learning speed (Gulbahar, 2005). Periodic checking is done through written assessments, discussions, or one-on-one interactions. This allows addressing individual learning needs. Maintaining clear and consistent communication is important like facing the students when speaking, using visual cues, and ensuring that instructions are well-articulated. The educators must establish open communication with hearing-impaired students and tries to understand their preferred mode of communication and make necessary accommodations.

Bodzin et al, (2007) found that specific instructional strategies and techniques appear to have assisted inclusive learners in understanding biology. The use of coaching with teacher-led questioning in combination with Web-based animations helped focus student attention to learn content and also provided structure needed to pursue the lab experiment. The guided presentation of the Lab Online Companion provided learners with a "big picture" about processes that would be occurring in the laboratory. The integration of showing Web-based animations and modeling laboratory skills was effective in helping students successfully use laboratory tools.

Teacher training programs must incorporate the inclusive classroom skill trainings and provide the professional development opportunities for educators to enhance their understanding of inclusive teaching methods and strategies for hearing-impaired students.

Consideration for Classroom Accommodation of Deaf/Hard of Hearing Students

❖ **The Age of Onset-** Deafness can set in at any age in human life, meanwhile the age as at the time it sets in goes a long way in determining the coping threshold, classroom accommodation and academic performance. Hence classroom teacher must keenly take into consideration the following two conditions and their respective accommodations.

❖ **Pre-lingua/congenital Deafness-**Individual under this category has no experience of spoken or verbal language. Deafness under this condition has set in either before or after birth but before language acquisition stage of child development. Consequently, such individuals suffer severe written language disorder, social maladjustment and communication problems. To boost academic performance, the following accommodation are necessary

Educational Implication and Accommodations

➢ Sign language/interpreting
➢ Curriculum modification and adaptation
➢ Enriched language programmes
➢ Social and interpersonal stimulated programmes
➢ Behavioural adjustment programmes
➢ Itinerant training programme from hearing loss specialist
➢ Talking to the sight rather than ears
➢ Classroom settings devoid of frequent movement across the class
➢ Preferential seating arrangement

➢ Classroom must be arranged with no concentrated lightning;

Discussion

Kauffman J.M. & Badar J. wrote an article that opens by saying if inclusion is the main priority "then special education will one day be looked upon as having gone through a period of shameful neglect of students' needs" (Kauffman, 2014). Len Barton is a professor of Inclusive Education at the Institute of Education at the University of London and gave a lecture on how inclusion can be beneficial if certain criteria are followed. In a lecture he gave, he himself states that inclusion is not the one and only answer to helping education but it is a stepping stone. The position of teacher training in relation to its contribution to the development of inclusive thinking and practice on the part of student teachers is of fundamental importance (Barton, 2003). Selective inclusion may pave a way towards integrated education.

Paulsen (2005) stated that there was a gap between research and practice in special education. To close this gap, Paulsen argued that teachers should be provided with explicit instruction on the strategies and practices they should implement in their classrooms. Fuchs & Owen, (2002) in their study showed that an emphasis on transfer skills and peer mediation improved student performance.

Conclusion

Knowledge of Biology is necessary to improve the student's standard of living that can be achieved through creating an inclusive and accessible learning environment. By addressing the unique needs of students with hearing disabilities, educators contribute to their overall academic and personal development, preparing them for a future where scientific literacy is essential. Tailoring instructional methods, utilizing adaptive technology, and fostering a supportive atmosphere are crucial for ensuring all students can engage effectively with the subject matter. This approach of diverse learning needs makes biology education more equitable and enriching for everyone.

References

Baglama, B., Haksiz, M., & Uzunboylu, H. (2018). Technologies used in education of hearing impaired individuals. *International Journal of Emerging Technologies in Learning*,13(9),53.

Bodzin, A. M., Waller, P. L., Santoro, L. E., & Kale, D. (2007). Investigating the use of inquiry & web-based activities with inclusive biology learners. *The American Biology Teacher*, 69(5), 273-279.

Bunch, G. (1987). Designing an integration rating guide. Volta Review, Vol.89, pp.35-37.

Fuchs, S. L., & Owen, L. R. (2002). Mathematical problem-solving strategy instruction for third-grade students with learning disabilities. *Remedial and Special Education*, 23(5),268- 278.

Giangreco, M., Baumgart, D., & Doyle, M. (1995). How inclusion can facilitate teaching and learning. *Intervention in school and clinic*, 30, 243-278.

Grumbine, R., & Alden, P. B. (2006). Teaching science to students with learning disabilities. *The Science Teacher*, 73(3), 26.

Kauffman, J. M., & Badar, J. (2014). Instruction, not inclusion, should be the central issue in special education: An alternative view from the USA. Journal of International Special Needs Education,17(1), 13-20.

Kumar, D. D. (2002). Inclusion Policy and Science Teaching: A View from the USA. *School science review*,83(305),107-12.

Stephanie, C. (2001). Teaching Strategies in Inclusive Classrooms with Deaf Students. *Journal of Deaf Studies and Deaf Education*, 6(3),212-215.

TRANSFORMATIVE PATHWAYS CULMINATING IN A PARADIGM SHIFT FROM SEGREGATION TO INCLUSION

*Dr Punitha E C
Dean & Associate Professor of English
St.Ignatius College of Education(Autonomous),Palayamkottai

ABSTRACT

The goal of providing quality education should be linked to broader discussions on pedagogy and effective participation of all individuals in the learning experiences provided in the related settings. The implementation of a programme of inclusive education would also involve curricular modifications and the use of human and technological support, including the use of ICT. It is also important to mobilise support from parents, the community, and special schools. These pathways involve changes at various levels, including individual attitudes and behaviors, institutional policies and practices, and societal norms and values. Here are some key pathways that can contribute to this transformative process like Education and Awareness, Legal and Policy Reforms, Community Engagement and Participation, Supportive Infrastructure and Services, Intersectional Approaches and Leadership and Role Modelling. The transformative pathways would lead to a paradigm shift from segregation to inclusion. It aims to identify and analyze the factors that contribute to this shift, highlighting the key processes and practices that facilitate the movement towards inclusive societies. By examining various case studies and empirical evidence, this article provides insights into the underlying mechanisms of change. The findings can inform policy-makers, educators, and advocates on effective strategies to promote inclusion and foster equitable opportunities for all individuals.
Keywords: Marginalization, Inequality and Policy-Makers.

Introduction

Segregation has been a pervasive issue in societies for centuries, leading to marginalization, inequality, and social exclusion. The paradigm is shifting towards an inclusive society, where diversity is celebrated, opportunities are equitable, and barriers are dismantled. Understanding the transformative pathways that promote this shift is essential for fostering inclusive communities and empowering marginalized populations. This article serves to identify these pathways and shed light on the factors that contribute to a paradigm shift from segregation to inclusion.

Paradigm Shift from Segregation to Inclusion

Inclusive Education forms the pivotal fundamental change in how society views and treats marginalized and minority groups. Segregation is a practice where different racial, ethnic, or socio-economic groups are separated and isolated from one another. This separation perpetuates discrimination, inequality and limited opportunities for those who are marginalized. In contrast, inclusion promotes the concept that everyone deserves equal rights, opportunities and representation. It eliminates barriers that prevent individuals from participating fully in social, economic and political aspects of society. Shifting from segregation to inclusion requires dismantling systemic obstacles and creating an environment where diversity is embraced and valued.

This paradigm shift can occur in various contexts including education, employment, housing, healthcare and public services. In education, for example, it entails providing equitable access to quality education for all students, regardless of their background. Inclusion means ensuring that classrooms are diverse and that curricula represent diverse perspectives and histories. In the workplace, an inclusive approach involves creating a culture where diversity is recognized and celebrated. It includes providing equal opportunities for career growth and advancement, as well as eliminating bias in the hiring process. Inclusion also means fostering a work environment where all employees feel safe, respected and valued.

The shift from segregation to inclusion requires collective action and a commitment to social change. It involves recognizing the inherent worth and dignity of every individual, challenging stereotypes and prejudices, and actively working to create a more just and inclusive society.

Some transformative pathways that can lead to this paradigm shift are:

Policy Reforms: Implementing inclusive education policies that ensure equal access to education for students with diverse learning needs. Policy changes may include the integration of special education services within mainstream schools, the elimination of discriminatory practices and the establishment of clear guidelines for inclusive practices.

Curriculum Modification: Modifying curriculum to be more inclusive, diverse, and representative of different cultural backgrounds, abilities, and perspectives. This involves incorporating multicultural education, teaching materials that encourage empathy and understanding, promoting critical thinking skills and valuing diverse ways of knowing and learning.

Professional Development: Providing comprehensive and ongoing professional development opportunities for teachers and school staff to develop the necessary skills and knowledge to effectively implement inclusive practices. This includes training on differentiated instruction, Universal Design for Learning (UDL) and positive behavior interventions.

Collaborative Partnerships: Fostering collaborative partnerships between schools, families and communities to create a supportive network for inclusive education. This involves actively involving parents or caregivers in decision-making processes, promoting dialogue between different stakeholders and ensuring that all voices are heard.

Shift in Mindset: Cultivating a shift in the mindset and attitudes of educators, administrators and society as a whole towards inclusivity. This involves challenging stereotypes, biases and prejudices, promoting acceptance and celebrating diversity and creating an environment that values and supports all learners.

Universal Design for Learning (UDL): Embracing the UDL framework, which emphasizes providing multiple means of engagement, representation and expression within the classroom environment. UDL helps ensure that diverse learners have access to the same opportunities for learning and growth.

Assistive Technology and Accommodations: Utilizing assistive technology and accommodations to support the diverse learning needs of students. This includes providing access to alternative formats of materials, assistive devices and adaptive technologies that enhance students' independence and participation in the learning process.

Systemic Evaluation and Monitoring: Regularly evaluating and monitoring the effectiveness of inclusive practices and policies. This involves collecting data on student outcomes, tracking progress and making necessary adjustments to ensure continuous improvement and equitable education for all.

Conclusion

Transformative pathways require commitment, collaboration, and continuous reflection to bring about a paradigm shift from segregation to inclusion in education. By implementing these pathways, educational

systems can create environments that embrace diversity, promote equality and provide all students with an opportunity to succeed.

References

Austin, R. (2006). ICT and educational disadvantage: families, computers and contemporary social and educational inequalities. *European Journal of Teacher Education*, 29(2), 145-161.

Grierson, A., & Gallagher, T. (2009). Seeing is believing: Creating a catalyst for teacher change through a demonstration classroom professional development initiative. *Professional Development in Education,* 35(4),567-584.

Khan I. K., Ahmed L., & Ahmed Ghaznavi A.(2012). Child Friendly Inclusive Education in Pakistan, *JOUR,* 5,17-19.

Maskit, D. (2011). Teachers' attitudes toward pedagogical changes during various stages of professional development. *Teaching and Teacher Education*, 27(5),811-968.

Mukhopadhyay, S. (2014). Botswana primary school teachers' perception of inclusion of learners with special educational needs. *Journal of Research in Special Educational Needs*, 14(1),33-43.

Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs*, 12(1),12-21.

Somma, M.(2020). From Segregation to Inclusion: Special Educators' Experiences of Change. International Journal of Inclusive Education, 24(4),381-394.

TAILORING EDUCATION FOR THE STUDENTS WITH LEARNING DISABILITIES THROUGH DIFFERENTIATED INSTRUCTION

*Vinothini Sylvia. A
Ph.D. Research Scholar
St. Ignatius College of Education, Palayamkottai
and
Assistant Professor of Education
Annammal College of Education for Women,Thoothukudi
**Dr Maria Saroja. M
Research Director, IQAC Coordinator &Associate Professor of Biological Science
St. Ignatius College of Education (Autonomous),Palayamkottai

ABSTRACT

Inclusive education involves the understanding that all children have the right to quality education regardless of gender, disability, learning difficulty, ethnic or linguistic minority background, or any other personal feature. In inclusive education, children with disabilities *CWDs learn alongside their age-based peers in mainstream education. The focus is on how to support all children, including CWDs, to learn successfully in inclusive education. The approach of differentiated instruction recognizes and supports all children, including CWDs, as individual learners in their age-based peer group. The aim is to increase every learner's educational opportunities, where teaching and learning processes are stimulated according to the learners' needs. In differentiated instruction, teaching is tailored to the needs and levels of CWDs in a way that maximizes benefits and avoids stigmatization.*
Keywords: Inclusive education, Children with disabilities, Learning disabilities

Introduction

Globally, there is a paradigm shift towards inclusive education. This is the education of all learners, including those with learning disabilities in regular rather than in segregated schools. The inclusion of children with learning disabilities in regular schools predisposes the classroom to more diverse learners. Learning disabilities are neurological conditions that impact a person's ability to acquire, process, store, and produce information. Students with learning disabilities often present a unique set of challenges for almost every general education teacher due to the distinct learning characteristics exhibited by many of these students. Veteran teachers are well aware that students with learning disabilities may exhibit reduced engagement in learning tasks, struggle with managing multiple instructions, and display challenges in organizing their thoughts and work habits. When these difficulties are compounded by significant academic deficits, it creates a situation where these students become particularly demanding for general education teachers. In the realm of education, a fundamental shift towards inclusivity and personalized learning has emerged. For students with learning disabilities, the journey of acquiring knowledge is often marked by unique challenges that demand an educational approach tailored to their individual requirements.

Categories of Learning Disabilities

Students with learning disabilities are unique, and they may not fit neatly into rigid categories. However, there are common types of learning disabilities, each affecting specific aspects of learning. The following are the different kinds of learning disabilities:

- **Dyslexia:** Difficulty with accurate and/or fluent word recognition and by poor spelling and decoding abilities.
- **Dyscalculia**: Difficulty understanding and working with numbers, often affecting math skills.
- **Dysgraphia:** Difficulty with the physical act of writing, including problems with handwriting, spelling, and organizing thoughts on paper.
- **Auditory Processing Disorder (APD):** Difficulty processing auditory information, leading to challenges in understanding spoken language.
- **Visual Processing Disorder:** Difficulty interpreting or processing visual information.
- **Non-Verbal Learning Disabilities (NVLD or NLD):** Challenges with social skills, spatial reasoning, and non-verbal communication.
- **Attention-Deficit/Hyperactivity Disorder (ADHD):** Inattention, hyperactivity, and impulsivity.
- Executive Functioning Disorders: Challenges with executive functions such as planning, organizing, initiating tasks, and managing time.
- **Executive Functioning Disorders:** Challenges with executive functions such as planning, organizing, initiating tasks, and managing time.
- **Language Processing Disorder:** Difficulty attaching meaning to spoken language or expressing thoughts verbally.

Differentiated Instruction

The concept of differentiated instruction is based on the need for general education teachers to differentiate instruction to meet the needs of diverse learners in the general education class; this includes students with learning disabilities as well as a number of other disabilities. Differentiated instruction is not the same as individualized instruction. Individualized instruction is a type of teaching which changes the pace of how students learn. It also requires an individual approach for each student, which isn't the case with differentiation. Differentiated instruction is also different from personalized learning. With personalized learning, students have their own learning profiles and paths to follow. Differentiated instruction may be conceptualized as a teacher's response to the diverse learning needs of a student (Tomlinson, 1999, 2001).

Differentiated instruction is a teaching approach that tailors instruction to all students' learning needs. All the students have the same learning goal. But the instruction varies based on students' interests, preferences, strengths, and struggles. Teachers must know the learners in the class, understanding not only such things about each learner as the learning style and learning preferences but also showing a concern for each student by tailoring instruction to meet the needs of each individual student. Instead of teaching the whole group in one way (like a lecture), a teacher uses a bunch of different methods. According to Tomlinson, there are four areas where teachers can differentiate instruction:

- **Content:** Figuring out what a student needs to learn and which resources will help
- **Process:** Activities that help students make sense of what they learn
- **Projects:** Ways for students to "show what they know"
- **Learning environment**: How the classroom "feels" and how the class works together.

Using this model of differentiated instruction, the teacher will constantly modify his or her classroom organization, curriculum, instructional methods, and assessment procedures to address the individual learning needs of the students in the class.

Strategies for Differentiated Instruction for Students with Learning Disabilities

Following are some of the useful strategies which can be used by teachers to differentiate instruction for the students with special needs:

➢ **Learning Centers/Stations:** Create different stations or centers in the classroom that focus on different skills or concepts. For example, one center might focus on fractions, while another center might focus on grammar. Students can rotate through the centers and work on the skills or concepts that they need to practice the most.

➢ **Tired Assignments:** Tiered assignments are basically the learning tasks designed at different levels of complexity according to students' readiness levels, or at times keeping the learning outcomes same the learning tasks can be designed according to students' learning preferences viz. Learning styles or Gardner's multiple intelligences. For example, tiered in Process in high school science class, based on the students' learning style, learning tasks can be differentiated to achieve the same objective viz. Tier 1: The students who have visual/spatial mode of learning style or artistic qualities can be asked to prepare the model or sketch of oxygen atom by clearly showing its subatomic particles. Tier 2: The students who have bodily/kinesthetic mode of learning style may be asked to demonstrate how the nitrogen atom will look like by considering themselves as sub atomic particles. Tier 3: The students who have verbal/linguistic learning style can be asked to describe the structure of potassium atom with its sub atomic particles.

➢ **Scaffold Instruction:** Some students may be able to work independently, while others may need support from their peers or the teacher. This tiered layering of support allows students to work at their level. Because it can be quite challenging for a classroom teacher to meet all the needs of their individual students, it may be helpful to include paraprofessionals, more advanced peers, or parent volunteers in the process.

➢ **Use of Visual Aids and Graphic Organizers:** Many students with special needs are also concrete thinkers. Thus, they may require concrete solutions to help them engage with the task at hand. Visual aids and graphic organizers are excellent resources for helping them stay focused, on-task, and motivated. Specifically, graphic organizers are very helpful for students during the writing process. Teachers can use the visual tools and graphic organizers to differentiate the task through process, but to also keep students organized.

➢ **Collaborative Activities:** Collaboration will be the mark of a successful leader and employee in the future, so this is a skill all students will need. Children learn best from peers. One of the strongest reasons for inclusion is the fact that working across ability groups "pulls up" the lower functioning group. Teachers need to take time to teach collaboration, using techniques such as "fishbowl" approach to help the students collaborate with the peer group.

➢ **Assessment that Builds on Strengths:** There are lots of ways to assess mastery other than written tests. Rubrics are one great way to create clear ways for students to show they have mastered the materials. A portfolio may be another way. Rather than asking a student to write, teachers can ask the students to sort or group pictures according to criteria they have learned, name pictures, or have the students answer questions that help them display knowledge of new materials.

Conclusion

Differentiated instruction is a teaching approach that is designed to meet the individual needs of each student. It is an effective way to ensure that all students have the opportunity to learn and succeed. When differentiating instruction, teachers take into account the different learning styles, abilities, and interests of

their students. Teachers, in implementing differentiation, consider diverse learning styles, abilities, and interests. Traditional educational methods, particularly for disabled students and their peers, can present obstacles to meaningful learning experiences fostering intellectual growth and independence. It is crucial to recognize that disability arises from the interaction between individuals and their surroundings, not as an inherent trait. Educators are encouraged to scrutinize potential barriers in their teaching methods and challenge assumptions about educating disabled students. Effective instruction, characterized by clearly defined goals, relevant and accessible content, and interesting yet attainable tasks, benefits disabled students, aligning with the overall principle that good instruction benefits all students. By continually assessing students' comprehension, teaching responsively, and allowing diverse ways of demonstrating competence, teachers enable disabled students to actively participate in heterogeneous inclusive classrooms. In a democratic society, every student possesses the right to education, and the United States has committed to providing education free from cost and segregation. The adept use of differentiated instruction in diverse classrooms emerges as a potent tool for educators to establish inclusive schools, where all children are equally valued, treated with respect, and afforded genuine opportunities for growth and learning.

References

Anderson,K.M. (2007). Differentiating instruction to include all students, *Preventing School Failure*, 51(3), 49-54.

Onyishi, C. N., & Sefotho, M. M. (2020). Teachers' Perspectives on the Use of Differentiated Instruction in Inclusive Classrooms: Implication for Teacher Education. *International Journal of Higher Education*, 9(6), 136.

Sharma, U., Aiello, Pace,E.M.,Round,P.,& Subban,P. (2018).In-service teachers' attitudes, concerns, efficacy and intentions to teach in inclusive classrooms: An international comparison of Australian and Italian teachers. *European Journal of Special Needs Education*,33 (3),437-446.

https://www.academia.edu/6421352/Broderick_A_Mehta_H_and_Reid_D_K_2005_Differentiating_instruction_for_disabled_students_in_inclusive_classrooms

https://www.thoughtco.com/differentiation-instruction-in-special-education-3111026

https://www.thoughtco.com/differentiation-instruction-in-special-education-3111026

https://doi.org/10.22617/TIM220450

https://www.understood.org/en/articles/differentiated-instruction-what-you-need-to-know

https://www.studentachievementsolutions.com/differentiated-instruction-meeting-the-needs-of-all-learners/

THE IMPORTANCE AND CHALLENGES OF INDIVIDUALIZED EDUCATION PROGRAM (IEP)

*Fiona Joshi. A
Student Teacher
** Manikyalu. S
Student Teacher
St. Ignatius College of Education(Autonomous), Palayamkottai

ABSTRACT

This paper highlights the importance of Individualized Education Program (IEP) for the children with special needs. IEP is aimed to make the special education services child-specific and improve the developmental outcomes of children with disabilities. Generally Special education is provided for children with special needs in a separate manner. It affects the differently abled children and make them feel inferior. Therefore, inclusive education ensures that every children are educated in regular classrooms. But developing individualized program encounters a number of challenges which acts as barriers for the success of the program. This paper also discusses the steps that can be carried out to make this program feasible for all the students. It lists out the role and importance of the involvement of parents and teachers which would make this program a successful one.
Keywords: Individualized Education Program, Special Needs, Learning Disabilities, Teaching And Learning, Challenges

Introduction

It is acknowledged that just as every person has a unique physical development, so too do individuals have unique abilities, interests, and skills. The education and training options offered to people with normal developmental characteristics as well as those with developmental characteristics different from their peers are gradually growing due to the advances brought about by the era we live in. Special needs students are those who, because of their unique developmental features, cannot benefit from regular education chances. Inclusive education refers to teaching both pupils with disabilities and those without them together.

Individualized education programs are made up of planning components, individualization, and an educational curriculum. IEP stands for personalized education program. This strategy was created with special needs children in mind. The student's academic goals and the strategies for achieving them are outlined in an Individualized Education Plan, which was created by the school's special education staff in collaboration with the parents. A child's Individualized Education Plan outlines their goals if they have been diagnosed with a disability or need special accommodations as outlined by federal rules.

The goal of an IEP is to make it easier for kids to meet their academic objectives. The learner, behaviour, conditions, and criteria are the four component goals. IEPs must be specifically customized to each student's needs, assist teachers in identifying special needs and providing for them, and enable teachers develop their own evaluation procedures. Children with special needs, an individualized education program is an essential component of their education. The student's conditions, including their strengths, weaknesses, and learning needs, are illustrated in their IEP. Because individual education plans allow children to learn at their own pace and ability level while still expecting to master the content, IEPs are able to provide

assistance based on the needs of students with special needs. For a child who has been diagnosed with a disability, an IEP sets individualized goals in compliance with federal laws. Facilitating children's more effective achievement of their educational goals is the main goal of this program. For a variety of reasons, including learning disabilities, attention deficit hyperactivity disorder, emotional disorders, cognitive difficulties, autism, hearing, vision, speech, or language impairments, developmental delay, or physical disabilities, students may be eligible for special education. IEP offers advantages not only to students but also to parents and teachers. One way that IEPs benefit teachers is that they can assist in creating daily lesson plans. They can also serve as an assessment tool to track students' progress toward learning objectives and to enhance collaboration among IEP participants. However, the advantages of an IEP for the family include the parent's increased understanding of the child's traits, abilities, and interests in addition to their strengths and weaknesses. Parents can track their child's development and learn about how their child's behaviour has changed thanks to IEPs.

Verbal and Nonverbal Communication

Barriers Language competence, unfamiliar terminology, and nonverbal behaviors all affect the IEP process. As would be expected, language competency, or the lack of proficient English skills, is an immediate barrier for parents who are immigrants to the United States and is often the first communication hurdle for CLD parents and school professionals (Turney & Kao, 2009). While parents may wish to participate, limited language skills can cause them to feel nervous or inadequate. This in turn affects their involvement; the level of discomfort can be so great that parents may even avoid meeting with teachers or visiting the school. Ironically, school personnel may interpret this as a lack of interest rather than discomfort, and they may mistakenly believe the parent is not invested in his or her child's progress. Limited English language knowledge also restricts parents' access to information and their awareness of advocacy resources (Park, Turnbull, & Park, 2001).

Developing Empathy

Using empathy as a starting point for improving cross-cultural understanding should be a fundamental strategy for school professionals. Empathy is the act of understanding and being sensitive to others' experiences, and an empathetic approach acknowledges differences without assuming one view is more legitimate than another. The goal of an IEP meeting is to determine the best delivery of services to meet a student's particular needs, so reaching consensus is important in crafting an IEP that is supported by all parties. When school professionals have the ability to facilitate communication across diverse perspectives, obtaining true consensus is more likely. An empathetic approach first requires examination of one's own cultural biases and assumptions. Until school professionals take a close look at their own taken-for-granted modes of interaction, it is difficult to anticipate, or ameliorate, possible areas of miscommunication. For example, as this article details, the IEP process itself is replete with culturally prescribed ways of operating. It is a highly bureaucratic proceeding that relies on specialized vocabulary and Western definitions of disability and intervention, and it is conducted in a formal manner with a low context communication style. Being cognizant of these facts can help professionals carefully look for areas that are likely to cause confusion or be points of conflict.

Implementation of IEP

Early identification of the difficulties encountered during the IEP implementation process will allow

for a variety of strategies to be used to overcome those difficulties. When implementing the IEP for each student with special educational needs in the school, teachers encounter a variety of implementation challenges. These difficulties include not having enough time to prepare an IEP on its own, not knowing how to do so, and not having a variety of materials to use when implementing an IEP. It is claimed that the IEP has evolved into both an instructional and an evaluation tool.

The student's current educational circumstances, the long-term goals they hope to accomplish during the academic year, the short-term objectives they will use to get there, and the tools and strategies they will use to get there are all included in their IEP. It also specifies how long it will take to accomplish the short-term objectives, how the goals will be monitored and evaluated, and where, when, and by whom the student will receive services. The IEP preparation committee, which consists of the school principal and assistant, counsellor, classroom teacher, branch teachers, and parents, should collaborate with one another in order to ensure that the IEP is prepared and implemented as efficiently as possible. The absence of parental participation in the IEP process presents another difficulty. Teachers need to first comprehend why parents feel intimidated in the first place. Teachers need to understand the feelings that parents go through when their child is identified as having a learning disability or exceptionality. The introduction of parent education and training programs for kids with learning disabilities is a more recent effort to strengthen professional ties. It is acknowledged that following a child's disability diagnosis, parents must also acquire new skills to maximize their child's learning and development, in addition to the classroom teacher having to modify their methods. As a result, involvement in parent education programs can be essential to raising a child with special needs since it can give parents knowledge. When team members don't communicate with one another, it can be very difficult to develop and implement an IEP. The team shares its content with everyone who should be aware of the special needs child, which makes communication crucial.

There exist multiple approaches to surmount these obstacles and establish a more comprehensive and varied educational setting for the pupils. The first step in overcoming the obstacles to inclusive education is recognizing the issues and addressing them with workable solutions, like distributing funds, offering training, creating policies, or changing the curriculum. Establishing a welcoming and inclusive school climate that celebrates diversity is the second stage. Cooperative learning, peer tutoring, mentoring, and extracurricular activities are some of the strategies that can be used to foster collaboration and interaction between students with varying backgrounds and skill levels.

Another strategy for removing the obstacles is to modify the teaching and learning process to accommodate the wide range of needs and interests of the students. For students with particular learning challenges or disabilities, it can be beneficial to use differentiated instruction, universal design for learning, and formative assessment to provide multiple ways of presenting, engaging, and assessing the content. Additionally, using inquiry-based, project-based, and problem-based learning would help students develop their critical thinking, creativity, and self-control.

An effective step is to monitor and evaluate the progress and impact of the actions. For this, collecting and analysing evidence of student learning, engagement and wellbeing is effective. Tools such as portfolios, rubrics, self-assessments, and feedback forms can be used to measure the outcomes and achievements of the students. Based on the data, one can reflect on the strengths and areas for improvement, and make adjustments or modifications as needed. The final step to overcome the barriers to inclusive education is to seek continuous improvement and innovation.

As a result, the IEP describes the specialized education plan and is made to fit the particular needs of the student. It directly affects the student's capacity for learning as well as their capacity to apply what they

have learned. It acts as a thorough record of the particular accommodations and support services needed to assist the student in meeting their learning objectives while taking into account both their areas of need and strengths. In order to ensure that the IEP continues to be effective in supporting students' educational journeys, it is developed through a collaborative effort involving teachers, parents, and students.

References

Aniva,K., et al. (2018). Individual Education Program (IEP) Paperwork: A Narrative Review. *International Journal of Engineering & Technology,* 7(2),29-68.

Ishak,k., & Nur,A.E. (2022). Teacher's attitudes and the challenges they experience concerning individualized education program (IEP): A mixed method study. *Participatory Educational Research,* 9(1),98-115.

Mueller, T., Milian, M., & Lopez, M. (2009). Latina mothers' views of a parent-to parent support group in the special education system. *Research and Practice for Persons with Severe Disabilities,* 34(3), 113-122.

https://www.researchgate.net/publication/374660928

https://www.slideshare.net/kamble_ketan/individualized-education-plan-233665457

https://www.linkedin.com/advice/0/what-best-ways-overcome-barriers-inclusive-education

STUDENT DISABILITY RIGHTS: ENSURING EQUAL ACCESS AND SUPPORT WITH AUTISM SPECTRUM DISORDER CHILDREN

* Meera Farzana.S
Research Scholar
** Dr. Deepa.H
Associate Professor Department of Education, DD&CE
B.Ed, Manonmaniam Sundaranar University
Tirunelveli-627012, Tamilnadu

ABSTRACT

The pursuit of equitable educational opportunities for students with Autism Spectrum Disorder (ASD) involves a comprehensive strategy aimed at safeguarding their rights and providing tailored support. This abstract explores the fundamental principles and necessary actions to ensure equal access and assistance for children with ASD in educational settings. Central to this pursuit is the recognition and protection of their legal rights under legislations like the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, and the Rights of Persons with Disabilities Act (RPwD). These laws ensure non-discrimination and mandate reasonable accommodations to facilitate their education. Creating an inclusive environment that surpasses mere compliance is crucial, fostering understanding, acceptance, and support for students with ASD. This inclusive culture demands collaborative efforts among educators, families, therapists, policymakers, and advocacy groups. It emphasizes crafting individualized education programs (IEPs) and access to specialized services tailored to their unique needs. Success depends on a collective commitment to dismantling barriers, promoting awareness, and embracing diversity. Empowering students with ASD entails nurturing an environment that celebrates differences, enabling every individual to thrive academically, socially, and emotionally.

Keywords: Autism Spectrum Disorder, Individuals with Disabilities Education,

Introduction

Autism Spectrum Disorder (ASD) is a neurological and developmental condition impacting social interaction, communication, learning, and behavior. Although ASD can be diagnosed at any age, it's typically recognized as a 'developmental disorder' because symptoms manifest within the first two years of life. The introduction of disability rights for students, including those with Autism Spectrum Disorder (ASD), aims to ensure equal access to education and provide necessary support to facilitate their learning and overall development. Legislation such as the Individuals with Disabilities Education Act (IDEA) in the United States or similar laws in India ensures that children with disabilities, including ASD, have the right to a free and appropriate public education in the least restrictive environment. Schools are required to provide reasonable accommodations and modifications to ensure that students with ASD have access to the

same educational opportunities as their peers. This might include specialized teaching methods, assistive technologies, or adjusted learning environments to meet their needs. IEPs are designed for students with disabilities, including ASD, outlining specific educational goals, accommodations, services, and supports tailored to their unique needs and abilities. Schools promote inclusive practices that foster a supportive and accepting environment where students with ASD are included in general education settings as much as possible, while receiving necessary support from teachers and specialists. Access to services such as speech therapy, occupational therapy, behavioral interventions, and social skills training that help children with ASD navigate academic and social challenges. Collaboration between educators, parents, and caregivers is crucial in developing and implementing effective strategies to support the academic and social success of students with ASD. By introducing and enforcing disability rights in education, including those specific to ASD, schools and institutions ensure that children with disabilities receive the necessary support and accommodations to thrive academically, socially, and emotionally within the educational system.

Common Challenges and Strengths Associated with ASD in India

Parents are often the main support for their children with ASD in India. They face challenges in ensuring their kids get the same opportunities as other children. Besides struggling with social communication, children with autism often show limited interests and repeat certain behaviors. These behaviors, like spinning, extreme affection or detachment, hand movements, invading personal space, or inappropriate touching, can make parents uncomfortable, especially in public. Parents commonly feel frustrated or angry when others misinterpret their child's actions due to a lack of understanding about autism. During these moments, teaching the child about inappropriate behaviors while showing better reactions can help. Using effective communication methods like videos, photos, or step-by-step instructions consistently reinforces positive behaviors.

Creating an Inclusive Learning Environment for Children with ASD

Creating an inclusive learning environment for children with autism involves specific considerations to support their unique needs and abilities. Here are some strategies:

- ➢ Understanding and Acceptance: Educators and peers should strive to understand ASD, embrace neurodiversity, and create an accepting atmosphere that celebrates differences.
- ➢ Individualized Support: Providing personalized support plans tailored to each child's specific strengths, challenges, and sensory sensitivities.
- ➢ Structured Environment: Creating a predictable and structured environment with clear routines and expectations can help children with autism feel more comfortable and secure.
- ➢ Sensory Considerations: Being mindful of sensory stimuli (lights, sounds, textures) and offering sensory-friendly spaces or tools to regulate sensory input for comfort and focus.
- ➢ Communication Support: Employing various communication methods, such as visual aids, social stories, and assistive technologies, to facilitate communication and social interaction.

➤ Positive Reinforcement: Using positive reinforcement techniques to encourage desired behaviors and achievements.

➤ Peer Involvement: Encouraging peer understanding and involvement through education, activities, and initiatives that promote inclusivity and empathy among all students.

➤ Professional Development: Providing training and support for educators to better understand and cater to the needs of children with autism in the classroom.

➤ By implementing these strategies and fostering a supportive, understanding, and accommodating learning environment, educators can help children with autism thrive and reach their full potential.

Support Systems and Resources

There are various support systems and resources available to help children with autism and their families.

Some of these include:

➤ **Educational Support Services:** Special education programs, Individualized Education Plans (IEPs), and specialized teachers or aides trained in working with children on the autism spectrum. Individualized Education Programs (IEPs): These are personalized plans designed to address the specific needs of students with ASD. IEPs outline goals, services, and accommodations, while 504 Plans provide accommodations ensuring access to learning environments.

➤ **Specialized Services:** Access to specialized services such as speech therapy, occupational therapy, behavioral support, and counseling, which can be crucial in supporting children with ASD to succeed in their educational journey.

➤ **Collaboration and Communication:** Effective communication and collaboration among parents, educators, therapists, and school administrators are vital to ensure that the support systems are aligned and consistently beneficial for the child.

➤ **Therapies:** Behavioral therapy (Applied Behavior Analysis - ABA), speech therapy, occupational therapy, and sensory integration therapy to address specific challenges related to autism.

➤ **Support Groups:** Communities and support groups for both children and parents, providing emotional support, information sharing, and resources for navigating challenges.

➤ **Assistive Technologies:** Tools and devices like communication apps, visual schedules, and sensory tools designed to aid communication, learning, and daily activities.

➤ **Medical Professionals:** Access to healthcare professionals such as pediatricians, psychologists, neurologists, and developmental specialists for diagnosis, treatment, and ongoing care.

➤ **Governmental and Nonprofit Organizations:** Organizations dedicated to autism advocacy and support, offering guidance, resources, and services for families affected by autism.

➤ **Community Programs:** Recreational, social, and vocational programs tailored for children with autism, fostering social skills, independence, and inclusion.

➤ **Online Resources:** Websites, forums, and online communities providing information, tips, and resources for families and caregivers dealing with autism-related challenges. These resources collectively contribute to creating a supportive network that addresses various aspects of a child's development, socialization, education, and overall well-being, aiding in the positive growth and empowerment of children on the autism spectrum.

Equal Access to Education

Ensuring equal access and support for students with Autism Spectrum Disorder (ASD) revolves around upholding their rights as individuals with disabilities within the educational system. Here's a breakdown:

- ➢ **Non-Discrimination:** The fundamental right of students with ASD, as with any disability, is protection against discrimination. Legal frameworks such as the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act, safeguard these rights.
- ➢ **Reasonable Accommodations:** Schools are mandated to provide reasonable accommodations to ensure that students with ASD have equal opportunities to access education. These accommodations could include assistive technology, modified learning materials, additional time for tests, or specialized teaching methods tailored to their needs.
- ➢ **Inclusive Environment:** It's imperative to create an inclusive atmosphere where children with ASD are welcomed and supported within the mainstream educational setting. This involves fostering understanding, empathy, and acceptance among peers, teachers, and staff.

Conclusion

Ensuring equal access and support for students with Autism Spectrum Disorder is not just a legal obligation but a moral imperative. It involves the concerted efforts of various stakeholders - educators, families, policymakers, and the community at large - to create an environment where these students can thrive academically, socially, and emotionally. By acknowledging their rights, providing necessary accommodations, and fostering an inclusive and supportive educational setting, we empower children with ASD to reach their full potential and contribute meaningfully to society. In conclusion, the quest for ensuring equal access and support for students with Autism Spectrum Disorder (ASD) within the educational landscape is an ongoing journey that requires collaboration, empathy, and a firm commitment to upholding their rights. By recognizing and actively advocating for the rights of these students, we pave the way for a more inclusive educational environment. It involves not just complying with legal frameworks but embracing a culture of understanding, accommodation, and support that extends beyond mere compliance. Effective collaboration among educators, families, therapists, policymakers, and advocacy groups is pivotal in ensuring that the necessary accommodations and support structures are in place. This collaborative effort creates a nurturing ecosystem that enables children with ASD to flourish academically, socially, and emotionally. Ultimately, the success of ensuring equal access and support for students with ASD lies in our collective determination to break down barriers, raise awareness, and promote a culture of acceptance and inclusion. By doing so, we not only honor their rights but also enrich our educational communities by celebrating the diversity and unique contributions of every individual, regardless of their abilities.

References

Chadha,A.(2007). *Special Education*, A.P.H. Publishing Corporation.
Dash,N.(2006). *Inclusive Education*, Atlantic Publication and Distribution.
Peer,L.,& Reid,G.(2012). *Special Educational Needs*, SAGE Publication.
https://www.ibe.unesco.org/sites/default/files/Teacher_Ed_Inclusive_Curriculum.pdf
https://www.academia.edu/31152455/INCLUSIVE_EDUCATION_PEDAGOGY_AND_PRACTICE
https://www.researchgate.net/publication/318775330_Inclusive_education_pedagogy_and_practice
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
https://specialeducationnotes.co.in/C13unit4.htm

EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE

*Durga.M
Student Teacher
St. Ignatius College of Education (Autonomous)
Palayamkottai – 627002

ABSTRACT

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded, not only children with disabilities, but speakers of minority languages too. The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms, in the local school community and in the societies, they live in. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students. Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. This research paper discusses about the effect of inclusive education awareness programme, developed to create awareness among preservice teachers.

Keywords: *Inclusive Education, Least Restrictive Environment*

Introduction

In India a learner with SEN is defined variously in different documents. For example, a child with SEN in a District Primary Education Programme (DPEP) document is defined as a child with disability, namely, visual, hearing, locomotor, and intellectual (DPEP, 2001). However, the country report in the NCERTUNESCO regional workshop report titled Assessment of needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries (2000) states that SEN goes beyond physical disability. Inclusive education is a means of creating effective classrooms where the educational needs of all children including children with disabilities are addressed. Inclusion as is known today has its origins in special education. The development of special education field has involved a series of stages, during which education systems have explored different ways of responding to children with disabilities, and to students who experience difficulties in learning.

At present, there is a growing awareness about inclusive education among educators. In special school concept, the special education component is a part of the general education system, whereas in integrated

approach, the special education is a part of the general education. Inclusive education goes one step further. In this approach, the special education is an integral part of the general education system. The need for inclusive education has to be viewed in the background of the reality of services for children with disabilities in India. The challenge now is to formulate requirements of a school for all, since all children have the right to education. The learning needs of the children with disabilities demand special attention. Steps need to be taken to provide equal access to education to every category of the disabled as an integral part of the education system. The Salamanca Statement and Framework for Action (1994) strongly promote "Inclusive Education" or "Schools for All".

What is Inclusive Education?

"Inclusive Education refers to the educational practice base on the philosophical belief that all learners, those with disabilities and those without, have a right to be educated together in age-appropriate class groups, and that all will benefit from education in regular classrooms of community schools. Within these settings teachers, parents and others work collaboratively using appropriate and sufficient resources to interpret and enact the regular curriculum in a flexible manner in accordance with the individual abilities and needs of all learners." In past 20 years, the issue of inclusion has had a huge impact on development in thinking and practice in the education of children with Special Educational Needs (SEN) both in India and overseas. Legislation of most countries encourages regular schools to adopt a more inclusive approach to education.

Concept of Inclusive Education

Inclusive education in special education is a recent concept, and also an accepted approach in general education in the Indian context. A teacher in the regular school focuses on the average learner but is also experienced in handling academically talented as well as slow learners. The general classroom teacher teaches those who differ in their level of intelligence. Thus inclusion with reference to this category is already taking place. Therefore, in the present day context there arise a need to include the sensorial impaired viz., the visually impaired and the hearing impaired into the general stream of education.

The major similarity between non-disabled and the disabled children is their cognitive abilities. This proves to be a very supportive factor for these children to study along with their normal peers in the inclusive set up with the learning of the plus curriculum enabling them to cope with their disabilities. The idea of integration categorizes a child on the basis of some, identifiable differences and separates him from the 'normal' group. In educational terms, the deficit of the child needs compensation by special educational inputs in a special educational set up. If the child has to be mainstreamed, he has to be given special attention to cope in the regular class.

Difference between inclusive education and special education

Sl.No	Inclusive education	S1pecial education
1	Education for all	For Special Children like HI,VI,MR,OH
2	Least restrictive	May have low self-esteem
3	Class teacher	Special educator
4	Curriculum and methodology child centered constructivist	Special curriculum and methodology
5	Equal opportunities for participation	Limited opportunities for participation
6	Rights recognised and actualized	Charity oriented
7	Most cost effective	High cost
8	Normal schools (Neighborhood)	Special school

Educating students with special needs

Special Education is a specialized area of education which uses unique instructional methods, materials, learning aids and equipment to meet the educational needs of students with disabilities. Special services designed instruction that meets the unique needs of a child who has a disability. These services are provided by the public school system and include instruction in the classroom, at home, in hospitals and institutions. Special education instructors work with youth and students with a wide range of disabilities. A small percentage of these special education teachers work will students with mental retardation or autism and primarily teach them life skills or basic competency. The majority of special education teachers work with students with mild to moderate learning disabilities. They use the general education curriculum and modify if to meet each child's individual needs. Most special education instruction teaches students at the elementary, middle, secondary and high levels (Hustler & Levi, 2008). Special education program provide instruction for specific learning difficulties and disabilities, such as speech and language impairments, emotional disturbances, hearing and visual impairments. Students are tested and listed under of one of the categories and paired with teachers are prepared to work. One of the most critical steps in aiding students with disabilities is early detection and intervention and most of the special education teachers are well qualified to aid the students in overcoming their disabilities. Special education teachers use various techniques to promote learning. Depending on the disability, teaching methods can include individual instruction, problem-solving assignments and small group work. Special education makes for student to achieve academic success in the least restrictive environment despite their disability. So special education teachers help to develop an Individual Education Program (IEP) for each special education student. The IEP sets personalized goals for each student and is tailored to the student's individual needs and ability. Teachers work closely with parents to inform them of their student's behavioral, social and academic development, helping the students develop emotionally, feel comfortable in social situation and be aware of socially acceptable behavior (Coleman, 2005). Special education teachers communicate and work together with parents, social workers, school psychologists, speech therapists, occupational and physical

therapists (Oyez, Hall & Haas, 1987). Benefits of inclusive education Over the past years inclusion has become increasingly the focus of many national and international policies of education. Many children with disabilities have become victim to an educational system which is not able to meet their individuals' needs. Inclusive education is a human rights issue. Inclusive education means that all children, regardless of their strength or weaknesses are accommodated in a school and become part of the school community. Inclusive education encourages bringing all students together in one classroom and following the same curriculum regardless of their diversities. The literature suggests that special needs students who have been educated in regular classes do better academically and socially than comparable students in non-inclusive settings (Karen, 2009). Also students with disabilities who were educated in inclusive settings made significantly greater progress in math than their non-disabled peers (Martin, 1995). Students without disabilities can serve as positive speech and behavior role models and offer acceptance, tolerances, patience and friendships.

The benefits of inclusive education are numerous for students with special educational needs.

- ➢ Warm and caring friendships.
- ➢ Increased social initiations, relationships and networks.
- ➢ Greater access to general curriculum.
- ➢ Increased inclusion in future environments.
- ➢ Improvements in self-concept.
- ➢ Development of personal principles
- ➢ Greater opportunities for interactions.

The inclusive education should play a key role to ensure individual development and social inclusion, enabling children and youth with disabilities to attain the highest possible degree of autonomy and independence. In this frame, school societies try to support full participation of students with disabilities in all areas of their lives on equal terms and conditions (Bowers, 2004).

Conclusion

Inclusive Education is a means of creating effective classroom where the educational needs for all children including children with disabilities are addressed. Inclusive Education provides the opportunities for children from different backgrounds to learn in a safe environment. Inclusive Education plays a paramount role in enabling disabled persons to live successful lives. It is not only necessary to support children in their academic activities, but it is also necessary to help them in their day to day activities and it will also prepare them to face challenges and barriers that the real world has to offer. Educating the children will help them in improving their behavior, attitude, and will also teach them how to interact with different groups of people coming from different backgrounds. Education also plays a vital role in these children's life as they can use the knowledge that have attained and apply it in different situations they would come across, outside the school setting. Hence, Inclusive Education plays an important role as it will enhance a child's ability to learn and it will also encourage the child to pass on the knowledge that he or she has acquired.

References

Barbette, E., Guillemin, F. & Chua, N. (2001). Prevalence of impairments, disabilities, handicaps and quality of life in the general population: a review of recent literature. *Bull World Health Organ*, 79, 1047-55.

Carroll, A.,& Florin, P. (2003). The impact of teacher training in special education with students with disabilities. *Teacher Education Quarterly,* 30, 65-73.

Farwell, P. et al. (2007). SEN inclusion and pupil achievement in English schools. *Journal of Research in Special Educational Needs*, 7, 172-178.

Hustler, Y. & Levi, I. (2008). Including children with disability in education: general and specific attitudes of high-school students. *European Journal of Adapted Physical Activity*, 1, 21-30.

https://nbacl.nb.ca/module-pages/inclusive-education-and-its-benefits/

https://targetb-ed.co.in/what-is-inclusive-education-characteristics-and-needs-of-inclusive-education/

https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=160558&section=3.4

https://blogs.worldbank.org/education/learning-all-essential-role-teachers-inclusive-education

https://soeonline.american.edu/blog/promoting-an-inclusive-special-education-classroom/

https://www.bednotesatoz.in/2022/10/role-of-teacher-in-inclusive-education.html?m=1

INFLUENCE OF ACADEMIC ANXIETY, HOME AND SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT

*Rev Arul Suganthi Agnes. L
Assistant Professor of Education
St. Ignatius College of Education(Autonomous),Palayamkottai
**Dr Muthupandi. P
Director i/c
Directorate of Distance Education
Madurai Kamaraj University, Madurai

ABSTRACT

The purpose of the study was to find the relationship between academic anxiety, school and home environment and academic achievement of children in XII and X standard in Tamilnadu during 2021-2022. The investigators employed descriptive method using survey as a technique for collection of data to solve the present problem. The population for the study is the school children studying in high and higher secondary schools in Tamilnadu. The investigators had used proportionate stratified random sampling to draw a sample of 1627 children out of which 839 XII standard and 786 X standard students participated. The strata were the level of schools. The investigators used academic anxiety scale, home and school environment scales to measure the variables which had been developed and validated by the investigators. The academic achievement scores of half yearly examination of the schools were considered. The investigators had used Karl Persons' product moment correlation to analyse the data for inferences and conclusions. The finding revealed that there is significant positive correlation between home environment and academic achievement of XII and X standard students.
Keywords: Academic Anxiety, Academic Achievement, Self-Consciousness

Introduction

The most significant fact about adolescence is that it is a period of transition from childhood to adulthood. In this period of storm educating children pertinent also to children with special needs to get high scores is a challenge not only for the schools, teachers but also for the parents too. The present education system creates many threatening situations to increase academic anxiety of students, more so to those physically, intellectually and mentally challenged. Academic anxiety occurs when a student experiences extreme and uncontrollable worry about events such as failure in exams, coping urgency, excessive concern about performance, competency and significant self-consciousness. Besides the teaching patterns of the school, there are other dimensions which enable successful academic achievement among students. Thus academic achievement aims to nurture a child and aid his/ her professional, societal and personal growth which would be beneficial to the entire community. This can be achieved by the combined supportive and assistive efforts of parents, educational institutions and educators.

Background of the study

Apoorva Shukla (2021) revealed that Academic Anxiety is a hindrance factor of Academic Achievement. Md Aman Azeem (2018) found a significant and negative correlation between academic anxiety and academic achievement. Harinarayanan S., Pazhanivelu G. (2018) concluded that school environment had a positive relationship with academic achievement. Komal Jain, Sarika Mohta (2019)

found out that home environment and academic achievement of the students were significantly correlated. Samit Kumar Das , Ujjwal Kumar Halder and Bapi Mishra (2014) found that there is a negative and significant correlation between academic anxiety and academic achievement.

Significance of the Study

For success in academic achievement it is necessary to provide the students a positive environment but academic anxiety opposes this situation. The results of the study will guide the academicians to concentrate on removing anxiety among school children. Hopefully, the study will assist the Principals in schools to understand how home and school environment affects students' academic performance and assist the students to perform better. Also the students will be able to intervene in the case of poor performance to offset the negative effects of changing dynamics of the family. This study will also help the parents to understand the effect of the home environment on academic performance of student's hence improving their home environment so as to improve student's academic performance.

Statement of Problem

Is academic achievement affected by academic anxiety, home and school environment?

.Objectives of the Study

- ➢ To find out significant correlation between academic anxiety and academic achievement of school children
- ➢ To find out significant correlation between home environment and academic achievement of school children
- ➢ To find out significant correlation between school environment and academic achievement of school children

Methodology

The investigators employed descriptive method using survey as a technique for collection of data to solve the present problem. The population for the study is the school children studying in high and higher secondary schools in Tamilnadu. The investigators had used proportionate stratified random sampling to draw a sample of 1627 children out of which 839 XII standard and 786 X standard students participated. The strata were the level of schools. The investigators used academic anxiety scale, home and school environment scales to measure the variables which had been developed and validated by the investigators. The academic achievement scores of half yearly examination of the schools were considered. The investigators had used Karl Persons' product moment correlation to analyse the data for inferences and conclusions.

Delimitation

The study is limited to children in the classes X and XII in high and higher secondary schools only. Geographical limit of the study was being Tamilnadu State. The investigators measured both physical and emotional home and school environment.

Limitations

- ➢ The investigators faced sampling error for some extend but it didn't affect the results.
- ➢ The perception of home and school environment may sometime differ from reality.

Data Analysis

Table 1.Correlation between Academic Anxiety and Academic Achievement of XII Students

Dimension	Count	Table Value	'r' value	Result
Exam anxiety	839	0.114	0.040	NS

Classroom anxiety	839	0.114	0.014	NS
Language usage Anxiety	839	0.114	0.130**	S
Performance anxiety	839	0.114	0.040	NS
Interaction with Teachers	839	0.114	0.046	NS

Table 2.Correlation between Academic Anxiety and Academic Achievement of X Students

Dimension	Count	Table Value	'r' value	Result
Exam anxiety	786	0.114	0.085	NS
Classroom anxiety	786	0.114	0.003	NS
Language usage Anxiety	786	0.114	0.131**	S
Performance anxiety	786	0.114	0.095	NS
Interaction with Teachers	786	0.114	0.016	NS

**Tested at 0.01 level of significance

Table 3.Correlation between School Environment and Academic Achievement of XII Students

Dimension	Count	Table Value	'r' value	Result
Supportive Atmosphere	839	0.114	0.056	NS
Promoting of Active Learning	839	0.114	-0.033	NS
Policy towards Emotional Envi	839	0.114	0.014	NS
Promoting Creative Environ.	839	0.114	0.028	NS
Connecting School and Home Envi.	839	0.114	-0.021	NS
Students Participation Governance	839	0.114	-0.003	NS
Physical Environment	839	0.114	0.128**	S

**Tested at 0.01level of significance

Table 4.Correlation between School Environment and Academic Achievement of X Students

Dimension	Count	Table Value	'r' value	Result
Supportive Atmosphere	786	0.114	0.020	NS
Promoting of Active Learning	786	0.114	0.045	NS
Policy towards Emotional Envi.	786	0.114	0.025	NS
Promoting Creative Environ.	786	0.114	-0.006	NS
Connecting School and Home Envi.	786	0.114	0.048	NS
Students Participation Governance	786	0.114	0.028	NS
Physical Environment	786	0.114	0.033	NS

Table 5.Correlation between Home Environment and Academic Achievement of XII Students

Dimension	Count	Table Value	'r' value	Result
Physical Environment	839	0.114	0.241**	S

Emotional Environment	839	0.114	0.218**	S
Social Environment	839	0.114	0.223**	S
Academic Support	839	0.114	0.221**	S
Parental Involvement	839	0.114	0.235**	S

**Tested at 0.01level of significance

Table 6.Correlation between Home Environment and Academic Achievement of X Students

Dimension	count	table value	'r' value	Result
Physical Environment	786	0.114	0.241**	S
Emotional Environment	786	0.114	0.299**	S
Social Environment	786	0.114	0.258**	S
Academic Support	786	0.114	0.276**	S
Parental Involvement	786	0.114	0.270**	S

**Tested at 0.01level of significance

Interpretation

From table no 1 and 2 it is evident that there is significant positive correlation between language usage anxiety and academic achievement of XII and X standard students. The finding is a contradiction to the finding of Ujwal Kumar Haider (2018) found significant negative correlation between English language Usage anxiety and academic achievement.

Table no 3 reveals that there is significant correlation between physical environment of the school and academic achievement of XII standard students. The finding is confirmed by Uche Ken Emoefe Ekiugbo (2023) revealed that the quality of the physical school environment with regard to school building and school facilities have significant effect on academic achievement of students in Social Studies classroom.

Table no. 5 and 6 speaks the correlation between home environment and academic achievement of XII and X standard students. The finding draws support from Smritikana Ghosh (2023) says home setting was shown to be correlated strongly with educational achievement. Further says that there is a strong connection between educational achievement and home climate. The action of parents is a significant influence in establishing either beneficial or negative home conditions. Komal Jain, Sarika Mohta (2019) supported the present finding that home environment and academic achievement of the students were significantly correlated.

Conclusion

The study draws the attention of the academicians, policy makers, parents and the students inclusive of exceptional and normal who took public examination. It has broken the myth that the children's scores who take up the public examination will be affected by academic anxiety. The present study clearly proves that the children's' academic achievement is not affected by academic anxiety but it is very much affected by the emotional and physical environment of the home.

References

Shukla,A.(2021). A Study of Academic Anxiety and HME Environment in relation to the Academic Performance.*JETIR, 8(2),449-445*.

Harinarayanan,S., &Pazhanivelu,G. (2018). Impact of School Environment on Academic Achievement of Secondary School Students at Vellore Educational District, *Shanlax International Journal of Education*, 7(1),13-19.

Jain,K.,& Mohta,S. (2021).The Impact of Home Environment on Academic Achievement of Secondary School Students, *International Journal of Trend in Scientific Research and Development (IJTSRD),* 3(4), 808-811.

Azeem,M.A. (2018). Study of Academic Anxiety and Academic Achievement Among Secondary School Students, *International Journal of Research in Social Science,* 8(3),147-161.

Ghosh,S.(2023). Home environment in relation to educational achievement among school students, *International Journal of Applied Research*, 6(10), 26-32.

Ekiugbo,U.K.E.(2023). School Environment: Implication for Pedagogy and Quality Assurance in Social Studies Classroom in Nigeria, *British Journal of Education,11(10),* 1-13.

CONSTITUTIONAL AND LEGAL PROVISIONS IN INDIA PERTAINING TO THE PERSON WITH DISABILITIES

Dr Jeya Sudha. A

Assistant Professor of History
St. Ignatius College of Education(Autonomous),Palayamkottai

ABSTRACT

Disability is a condition in which a person is limited to conducting daily activities. It is a complex phenomenon that affects not only the characteristics of the body of a person, but also the characteristics of the society in which that person resides. Each country consists of a section of people with disabilities, many of whom are regularly discriminated against because they feel unwanted or rejected. People with disabilities have the right to enjoy human rights to life, freedom, equality, security and dignity by virtue of being human. But in India, disabled people remain an invisible category due to social indifference, psychological barriers, a limited definition of "disability" entitling law protection, and a lack of adequate data. More recently, the word ' differently capable ' is used instead of ' handicapped ' or ' disabled. ' India has a large number of disabled people facing complex problems with attached social stigma and harmful attitudes, as well as much less resource availability. Although the Indian legislature has established various laws and policies to ensure that disabled people in India have equal legal rights as other citizens with regard to employment, education, financial help, health facilities

Keywords: Disability, *Mental Retardation, Multiple Disabilities*

Introduction

Persons with disabilities, especially those who live on the intersection of different socio-cultural identities, face an extra layer of challenge, that erodes away at least a part of whatever other privileges they may have been born with. In the absence of proper implementation of existing laws and guidelines, their disabilities, both physical and mental, pose many hurdles to their day-to-day activities, and impact different elements of their lives ranging from education and employment to transportation and accessibility.

Meaning of Disability

A disability is often defined as the malfunctioning, disturbance or loss in the normal functioning of physical, mental or psychological processes, or a difficulty in the ability to learn, or adjust socially, which interferes with a person's normal growth and development. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 incorporates a medical definition. According to section 2(t) 'person with disability' means a person suffering from not less than forty per cent of any disability as certified by a medical authority.

Social Definition of Disability

UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, 1993 define disability as, "People may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness." Such impairments, conditions or illnesses may be permanent or transitory in nature.

Medical Definition of Disability

The World Health Organisation (WHO) in 1976, provided a three-fold definition of impairment, disability and handicap explaining that "an impairment is any loss or abnormality of psychological, physiological or anatomical structure or function; a disability is any restriction or lack (resulting from an

impairment) of ability to perform an activity in the manner or within the range considered normal for a human being; a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that prevents the fulfilment of a role that is considered normal (depending on age, sex, social and cultural factors) for that individual."

Such a description frames disability within a medical model, identifying people with disabilities as ill, different from their non-disabled peers and unable to take charge of their own lives. Moreover, the diagnostic parameters of a medical definition do not take note of the imperfections and deficiencies in the basic social structures and processes that fail to accommodate the difference on account of disabilities.

United Nations view about Disability

The Preamble to the Convention on the Rights of Persons with Disabilities (CRPD) -2006, adopted by the United Nations, describes disability by stating that: "Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others." The expression of the UN reflects a shift from a medical model to a social model of disability.

Constitutional Provisions Regarding Disability in India

➢ **Fundamental Right to Equality Dignity-**Equality and Dignity of the individual is a fundamental notion behind all the fundamental rights guaranteed under part III of the Constitution of India, that protects the rights of the disabled.

➢ **Directive Principle of State Policy-**Article 41 of Constitution of India declares that the State shall make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disability.

Article 46 lays down an obligation on the State to promote with special care the educational and economic interests of the weaker sections of the people, and protect them from social injustice and all forms of exploitation.

➢ **Legislative Power-**Indian Constitution while distributing legislative powers between the Centre and States kept the disability issue in the State list.

Legal Rights of the Disabled in India

Right to Education Act (RTE) 2009

The RTE Act covers the education of children belonging to the "disadvantaged groups and weaker sections" The education of "every child" is given importance in the RTE Act, and includes: Child belonging to disadvantaged group means [Clause (d) of Section 2]

➢ a child with disability or a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally-backward class, or such other groups having disadvantage owing to social, cultural, economic, geographical, linguistic, gender, or such other factors, as maybe specified by the appropriate government, by notification. And a child belonging to weaker section means [Clause (e) of Section 2 of RTE Act, 2009]

➢ a child belonging to such parent or guardian, whose annual income is lower than the minimum limit specified by the appropriate government, by notification.

➢ To ensure that a child with disability is able to enjoy and avail the rights provided under the RTE Act, an amendment was passed by Parliament in 2012 and the words "child with disability" were inserted in the definition of "child belonging to disadvantaged group" [Clause (a) of Section 3 of RTE Act, 2012]. Therefore, wherever the term "child belonging to disadvantaged group" is used in the Act, it also includes "child with disability".

➢ The disabilities covered under the RTE Act are as per two significant Central Acts, which are: The Rights of Persons with Disabilities Act of 2016; and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. The new act called the Rights of Persons with Disabilities (RPwD), 2016 came into force on 19 April, 2017. Thus, the RTE Act, in Clause (b) of Section 3, of RTE (Amendment) Act, 2012 refers to the "child with disability" to be included in the "child belonging to disadvantaged group". Clause (b) of Section 3 of RTE (Amendment) Act, 2012 defines a "child with disability".

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

The Act, which catalogues the rights of people with disabilities in India, was passed by the Parliament of India on December 12, 1995, and notified on February 7, 1996. The Act was a landmark in that, for the first time, it stated that people with disabilities had the right to equal opportunities and full participation and that these rights would be protected by the law. The Act elaborates, at some length, duties of the government at various levels and the other establishments under their control. It also provides useful guidance regarding the type and nature of measure that would equalize opportunities for the enjoyment of basic rights and freedoms. The Act is arranged in three distinct parts:

➢ Part I comprises Chapter 1-4 dealing with the administrative arrangement for
➢ implementation.
➢ Part II comprises Chapter 5-11 dealing with the substantive rights and correlated obligations.
➢ Part III provides a mechanism for the monitoring of the Act in the Centre and
  States. Chapter 12 establishes the office of the Chief Commissioner and State
➢ Commissioners for person with disabilities.

The persons with disabilities (PWD) (equal opportunities, protection of rights and full participation) act, 1995

"The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995" had come into enforcement on February 7, 1996. It is a significant step which ensures equal opportunities for the people with disabilities and their full participation in the nation building. The Act provides for both the preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier- free environment, rehabilitation of persons with disability, unemployment allowance for the disabled, special insurance scheme for the disabled employees and establishment of homes for persons with severe disability etc.

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999

As certain groups among the disabled are more vulnerable than others, a special enactment for the protection of such persons, their property and well-being was felt necessary. The enactment of the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (referred to as the National Trust Act) aims to fulfil a common demand of families seeking reliable arrangement for their severely disabled wards. The specific objectives of the Act are:

• To enable and empower persons with disabilities to live as independently and as fully as possible within and as close to the community to which they belong;

• To promote measures for the care and protection of persons with disabilities in the event of death of their parent or guardian; and

• To extend support to registered organisations to provide need-based services during the period of crisis in the family of disabled covered under this Act.

The Rehabilitation Council of India Act, 1992

The Rehabilitation Council of India was set up by the Government of India in 1986, initially as a society to regulate and standardise training policies and programmes in the field of rehabilitation of persons with disabilities. The urgent need for minimum standards was felt as the majority of persons engaged in education, vocational training and counselling of persons with disabilities were not professionally qualified. Poor academic and training standards adversely affect the chances of disabled succeeding in the world of work. The Rehabilitation Council of India (RCI) regulates training standards for sixteen categories of rehabilitation workers. The Council is proactively promoting training and research initiatives utilising experience of specialised as well as mainstream academic institutions.

The Mental Health Act, 1987

The Mental Health Act predates the human rights emphasis in the nineties. It can be described as a civil rights legislation as it aims to regulate standards in mental health institutions and to make provisions with respect to their property and affairs. From a human rights perspective, the provision under Section 81 is of particular importance. It says,

1. No mentally ill person shall be subjected during treatment to any indignity (whether physical or mental) or cruelty.
2. No mentally ill person under treatment shall be used for purposes of research, unless Such research is of direct benefit to him for purpose of diagnosis or treatment, or Such persons, being a voluntary patient has given his consent in writing or where such person (whether or not a voluntary patient) is incompetent by reason minority or otherwise, to give valid consent, the guardian or other person competent to give consent on his behalf, has given his consent in writing for such research.

Rights of Persons with Disabilities Act, 2016

The Rights of Persons with Disabilities Act, 2016 (RPWD Act, 2016) was passed by both the houses of the Parliament. It was notified on December 28, 2016 after receiving the presidential assent. Principles stated to be implemented for empowerment of persons with disabilities (PWD) are respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons.

The Act lays stress on non-discrimination, full and effective participation and inclusion in society, respect for difference and acceptance of disabilities as part of human diversity and humanity, equality of opportunity, accessibility, equality between men and women, respect for the evolving capacities of children with disabilities, and respect for the right of children with disabilities to preserve their identities. The principle reflects a paradigm shift in thinking about disability from a social welfare concern to a human rights issue.

The following rights granted to the Persons with Disabilities under the Act

Section 3 – Equality and non-discrimination, Section 4 – Women and children with disabilities

Section 5 – Community life, Section 6 – Protection from cruelty and inhuman treatment

Section 7 – Protection from abuse, violence and exploitation, Section 8 – Protection and safety

Section 9 – Home and family, Section10 – Reproductive rights,

Section 11 – Accessibility in voting, Section 12 – Access to justice, Section 13 – Legal capacity

Section 14 – Provision for guardianship, Section 15 – Designation of authorities to support

Other important rights incorporated under this Act

Adult education, Non-discrimination in employment, Equal Opportunity, Free education for children of Disabled Persons, Social security, Healthcare, Accessibility of transportation, Privacy, Rehabilitation, Reservation, Insurance Scheme, Accessibility of Information and Communications etc.

Challenges Faced by a Person with Disability in India

Denying Recognition, Depriving Development-The complexity of the recognition of a disability not only makes us in India lag in the international scales of human development, but also makes a person hesitant to approach the judiciary and the bureaucracy to determine their access to health care and welfare.Added to this, a layer of certification deprives People with disabilities (PwD), especially mental disabilities, to reach the corridors of welfare as they are dropped at the entrance.

Lack of Infrastructural Access-Lack of infrastructure like sanitation, stair-case, ramps, canteens and recreation rooms, separate wash rooms, garden areas, faced by the disabled. Also, for young talented disabled persons who live in rural areas and employment opportunities are situated in the urban areas. They sometimes have to leave the job as conveyance facilities are not up to the mark. According to the National Statistical Office (NSO) report, disability is more prevalent in rural areas than in urban areas.

Treated with Sympathy Rather than Empathy-Insensitivity among peers, and teachers, access to inclusive education, institutionalization of rights are some of the major concerns often raised by the PwD candidates which are somehow acknowledged but not acted upon. As a result, people with disabilities encounter discrimination from various walks of life.

Lack of Timely Survey and Policy Delay-The Rights of Persons with Disabilities Act, 2016 mandates to conduct survey of school going children every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met. Since the primary survey has not been conducted yet, the policy formation for the implementation of the act remains in the pipeline.

Lack of Inclusive Education-During the lockdown imposed due to Covid-19, many children with disabilities faced the wrath of a pandemic. With public participation rounding to zero, they struggled to find scribes, sign language interpreters to continue their studies. Even though the school curriculum was hastily shifted to online mode, inclusive learning took a back seat. Hence, adding more pain to the existing problems.

Lack of Job Security- Unemployment being one of major factors as at such times disabled persons are the ones who are scapegoats in getting fired at tenure of recessions. They are first to be discharged from their services when cost cutting methods are adopted by the companies.

Conclusion

The treatment of people with disabilities has varied through the centuries, and it has more commonly been oppressive than otherwise. A sustained campaign for rights by persons with disabilities, their family members and well-wishers has given birth to new thinking about disability. This has a clear bearing on the legal and policy frameworks and the mechanisms for their implementation. One of the most significant advancements of policy and practice in the latter half of the twentieth century has related to the right of people with disabilities to live and participate in their communities, and to secure the maximum possible support so that services related to rehabilitation, education, and employment are all provided through systems that comply with minimum standards of quality. In this context, it is also important to realize that disability rights cannot be fought for and secured in a vacuum. Inevitably, the issue of disability is related to many other social, economic and political issues, including those of chronic poverty, gender equity and environmental damage.

References

Ahuja, A. (2021). *Educational Rights of Children with Special Needs.* National Council of Educational Research and Training. New Delhi.

Kumar, K. (2014). *A Handbook for Parents of Children with Disabilities.* Vikaspedia.

Mohit, A., Pillai, M., & Rungta, P. (2006). *Rights of the Disabled.* National Human Rights Commission, New Delhi.

https://cjp.org.in/indian-laws-pertaining-to-persons-with-disabilities/

https://nhrc.nic.in/sites/default/files/DisabledRights_1.pdf

https://www.drishtiias.com/daily-updates/daily-news-editorials/destigmatising-disability/print_manually

https://ysu.edu/academic-success-center/accessibility-services/for-students/rights-and-responsibilities

NURTURING INCLUSIVE MINDS THROUGH SOCIAL EMOTIONAL LEARNING INITIATIVES

*Dr Mary Noya Leena. A
Principal
Dr SNS College of Education, Coimbatore

ABSTRACT

The nurturing inclusivity through Social-Emotional Learning (SEL) initiatives in educational settings which includes cultivating self-awareness, promoting empathy, teaching effective communication, and addressing bullying and discrimination. The objective is to create a positive and supportive learning environment where students from diverse backgrounds feel valued and respected. It emphasizes the importance of involving parents, providing professional development for educators, and celebrating diversity within the school community. By implementing these strategies, educational institutions can create an environment that not only supports academic growth but also nurtures the social and emotional well-being of students. By encouraging a holistic approach to education, the significance of SEL in nurturing inclusive minds, fostering a culture of respect, understanding, and collaboration, and preparing students to navigate the complexities of a diverse and interconnected world.

***Keywords:** Self-awareness, Empathy, Effective Communication, Emotional Regulation Skills and Interpersonal Skills.*

Introduction

Nurturing inclusive minds through Social-Emotional Learning (SEL) initiatives is a commendable approach to fostering a positive and supportive learning environment. Social-Emotional Learning focuses on developing essential life skills that go beyond traditional academic subjects, including self-awareness, self-regulation, empathy, interpersonal skills, and responsible decision-making. Here are some strategies and considerations for implementing SEL initiatives to promote inclusivity. The research articles and resources found provide valuable insights into the relationship between social-emotional learning (SEL) and inclusive education. Key points from Social Emotional learning Initiatives'. In a rapidly evolving global landscape, fostering inclusive minds has become an imperative goal for educational institutions and communities alike. Recognizing the significance of holistic development, there is a growing emphasis on Social-Emotional Learning (SEL) initiatives as catalysts for nurturing inclusive minds. This paradigm shift acknowledges that education extends beyond traditional academic knowledge, encompassing the emotional and social dimensions crucial for navigating the complexities of the modern world. The phrase "Nurturing Inclusive Minds through Social-Emotional Learning Initiatives" encapsulates a commitment to cultivating a generation of individuals who not only excel academically but also possess the emotional intelligence, empathy, and resilience needed to thrive in diverse and interconnected societies. This initiative is grounded in the understanding that education is not solely about transmitting facts but is a transformative process that shapes individuals' characters, values, and worldviews. By prioritizing Social-Emotional Learning, we aim to equip students with the skills and attitudes essential for building healthy relationships, managing emotions, making responsible decisions, and embracing diversity. In this pursuit, the initiative seeks to create an environment where every individual feels seen, heard, and valued, regardless of their background,

abilities, or identity. By integrating SEL principles into educational practices, we aspire to break down barriers, dismantle biases, and cultivate a culture of acceptance, understanding, and respect. Through this initiative, we embark on a journey to empower educators, students, and communities to embrace the principles of inclusivity and social-emotional well-being. By doing so, we hope to contribute to the creation of a more compassionate, empathetic, and harmonious society, where individuals not only succeed academically but also thrive emotionally and socially.

- ❖ **Inclusive Classrooms and SEL**: Inclusive classrooms provide new opportunities for group membership and the creation of effective learning environments. To facilitate the success of inclusion, it is important that all class members and their teachers develop the skills to understand, communicate, and work together effectively. SEL is aimed at developing these skills, which are important for both children with disabilities and those without, in terms of Inclusion.

- ❖ **Core Components of SEL Programs**: The core components of evidence-based SEL programs include promoting social and emotional competencies for all children, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Implementing universal SEL programs in school settings is effective in improving various skills, attitudes, behaviour, and academic performance and overall social development, perceptions of belonging, and promotion of mental wellness

- ❖ **Equity in SEL Programs**: There is a need for equitable SEL, and it is important to apply an equity lens to social, emotional, and academic development. High-profile SEL programs often prioritize skill development and minimize the exploration of diversity and inclusion. To counter this, approaching SEL through the lens of culturally sustaining pedagogies is recommended, as it can empower students to think critically and strategically about their circumstances and develop their social identities.

- ❖ **Creating inclusive schools through SEL**: Integrating SEL and culturally responsive teaching can help build a school culture that celebrates all students, leading to the creation of inclusive schools. Educators can foster a strong school culture, create classrooms cantered around caring and kindness, and encourage teachers to support students in self-reflection and celebrating themselves. eliminating barriers that perpetuate unequal access and participation is also crucial for creating inclusive schools

- ❖ While the journey to create a truly equitable and inclusive programme could take years, some of the initial steps that organisations working with SEL can take include

Curricula Re-examination -Institutions need to devote time and funds to a thorough examination of the current SEL program to see whether any stereotypes are being reinforced. Along with making sure that the stories shown reflect many cultures and lived experiences, they should also make sure that the suggested activities are inclusive and flexible enough to accommodate the participation of all kids.

Staff Education- When leading SEL exercises with young people, team members need to be able to recognize and comprehend the intersections of many identities and be ready to accommodate them. To address our own areas of privilege and prejudice, self-reflection exercises can be combined with workshops on gender sensitization and the effects of the caste system on children's mental health.

Developing Evaluations that Track Behaviour Rather than Using Standards- When children are compared to norms that presume a typical pattern of child development, evaluations can be extremely harmful in several ways. Standard benchmarks cannot be applied to children who grow up in difficult conditions as a result of social marginalization; instead, we must evaluate them based on the progress they are making rather than the benchmarks they are meeting.

Bringing in a Varied Staff- It is important that the team developing the SEL curriculum, running the classes, and performing the feedback activities include enough members of the community the organization serves. In order to make sure there is adequate diversity and inclusion in the team, it is critical to consider the intersecting identities of the team members themselves.

Implementing Policies that Promote Equity-While assembling a diverse team is undoubtedly a crucial first step, we also need to make sure that our policies particularly those concerning performance reviews and benefits take into account the marginalization and discrimination that members of the diverse team experience. It is imperative that policies be formulated to ensure that all individuals have equal opportunities to develop.

Ensuring youth receive ongoing assistance-After the program has ended, SEL programs ought to stay in touch with young people. This aids them in navigating the institutionalized discrimination they come across as adults.

Employed by state-run educational institutions- Lastly, since the majority of students from marginalized backgrounds are currently enrolled in government schools, it is imperative that SEL programs function within this educational framework. To increase the equity and inclusivity of the educational system, funds must be allocated to the public sector to foster the same knowledge and skills.

Conclusion

Social-emotional learning initiatives involve promoting equity, fostering a strong school culture, and integrating culturally responsive teaching. By putting these strategies into practice, schools can create a positive and inclusive learning environment that nurtures the social-emotional well-being of all students and contributes to the development of open-minded, empathetic, and socially responsible individuals. Educators can establish inclusive school environments that prioritize equity and inclusion by addressing the fundamental elements of SEL.

References

Dalkilic, M., & Vadeboncoeur, J. A. (2016). Re-framing inclusive education through the capability approach: an elaboration of the model of relational inclusion. *Glob. Educ. Rev*. 3, 122–137.

Evans, L. (1996). Understanding teacher morale and job satisfaction. Teaching and Teacher Education, 13(8),831– 845.

Grierson, A., & Gallagher, T.(2009). Seeing is believing: Creating a catalyst for teacher change through a demonstration classroom professional development initiative. *Professional Development in Education,* 35(4): 567-584.

Khan I. K., Ahmed L., & Ahmed Ghaznavi A. (2012). Child Friendly Inclusive Education in Pakistan, JOUR, 5: 17-19.

Maskit, D. (2011). Teachers attitudes toward pedagogical changes during various stages of professional development. *Teaching and Teacher Education,* 27(5), 811-968.

ADAPTIVE LEARNING ENVIRONMENTS: HARNESSING TECH FOR TAILORED EDUCATION IN DIVERSE ABILITIES

* Ponmalar .M
Assistant Professor of Computer Science
St. Ignatius College of Education(Autonomous), Palayamkottai

ABSTRACT

Creating inclusive environments involves recognizing and addressing diverse needs, whether they stem from cognitive differences, socio-economic factors, language barriers, or physical challenges. Overcoming these challenges necessitates innovative approaches, such as adaptive learning environments, that can adapt and personalize the educational experience to suit each learner's unique requirements. Due to technology, learning and education have reached new heights. One of those pinnacles is adaptive learning, which has a profound impact on the way we learners engage with content. In this article, we will explore the exciting ways in which EdTech is evolving to harness the power of adaptive learning and AI.

Keywords: Digital Transformation, Adaptive Learning Technology, Artificial Intelligence

Introduction

The 21st century has witnessed a massive digital transformation that has touched virtually every aspect of our lives, and education is no exception. Around the world, technology is rewriting the rules of teaching and learning, reshaping classrooms, and redefining the student-teacher dynamic. The National Education Policy (NEP-2020) paves the way for an education revolution. NEP 2020 envisions a future where education is not just accessible to all, but truly inclusive, regardless of abilities or disabilities. It recognizes the pivotal role of Digital Technology as a catalyst for promoting inclusivity in education. It emphasizes the importance of leveraging digital technology to provide equitable access to high-quality education for every child. Additionally, NEP 2020 highlights the critical role of teacher training in effectively harnessing digital technology for educational purposes. New technologies can enable the exploration of new learning modalities that disrupt the traditional hierarchies of educational systems and develop genuine alternatives to rigid, passive learning approaches for children with special needs. Adaptive learning technology represents a significant step forward in the evolution of educational technology, and has the potential to revolutionize the way that educators approach education in the years to come. By utilizing this technology, educators are able to better understand the individual strengths and weaknesses of their students, while students are empowered to take control of their own learning and achieve their full potential.

Adaptive Learning Technology

Adaptive learning technology is a cutting-edge educational tool that utilizes machine learning algorithms to personalize and optimize the learning experience of students. This technology is designed to adapt to the learning style, pace, and strengths of each individual student, allowing them to progress in their studies at their own pace and with their own unique learning approach. The technology incorporates frequent assessments and feedback to create a dynamic environment that adjusts to the student's progress and comprehension level. This personalized approach to education has been linked to increased engagement, retention, and ultimately better academic performance.

Exciting Ways EdTech is Evolving Adaptive Learning and Artificial Intelligence (AI)

EdTech, a blend of adaptive learning and AI, is revolutionizing education by providing personalized learning experiences, intelligent tutoring systems, and data-driven insights.

Personalized Learning: Tailoring Education to Individual Needs

Adaptive learning algorithms have paved the way for personalized learning. By analyzing students' performance and learning patterns, AI-powered platforms can identify knowledge gaps and provide tailored learning paths. This approach allows students to learn at their own pace and level, fostering engagement and improving comprehension. Personalized learning empowers students to take ownership of their education, promoting a more effective and enjoyable learning experience.

Intelligent Tutoring Systems: Enhancing Learning with AI

Intelligent tutoring systems powered by AI simulate the experience of one-on-one interaction with human tutors. These systems provide immediate feedback, answer questions, and adapt teaching strategies to suit individual student needs. By analyzing student responses and behavior, these systems can identify misconceptions and offer targeted support. Intelligent tutoring systems bridge the gap between classroom instruction and personalized guidance, promoting deeper understanding and mastery of subjects.

Data-Driven Insights: Unlocking the Power of Educational Data

EdTech platforms collect vast amounts of data on student performance, interactions, and learning patterns. AI algorithms analyze this data to provide valuable insights to teachers and administrators. By identifying trends, predicting student outcomes, and suggesting interventions, AI-powered systems optimize teaching strategies and curriculum design. Data-driven insights enable educators to make informed decisions and tailor their instructional approaches to meet the diverse needs of students.

Natural Language Processing (NLP): Facilitating Seamless Communication

NLP, a branch of AI, enables EdTech platforms to understand and generate human language. This technology facilitates advanced features such as voice recognition, automated grading of written assignments, and intelligent chatbots that provide real-time assistance to students. NLP-powered tools promote more natural and interactive communication, enhancing the learning experience and fostering engagement.

Gamification and Immersive Experiences: Making Learning Engaging

EdTech incorporates gamification elements and immersive technologies like virtual reality (VR) and augmented reality (AR) to create captivating learning experiences. Gamified platforms leverage game-like mechanics, rewards, and challenges to motivate students and make learning enjoyable. VR and AR provide immersive simulations and visualizations, allowing students to explore complex concepts in interactive and experiential ways. These technologies bring a new level of engagement and excitement to the classroom.

Intelligent Content Creation: Streamlining Educational Resource Development

AI algorithms analyze vast amounts of educational content and generate customized learning materials. This technology automates the creation of quizzes, worksheets, and interactive simulations aligned with specific learning objectives. By streamlining content creation, AI-powered tools save time for educators and ensure that learning resources are tailored to individual students' needs, enhancing their learning experience.

Assistive Technologies: Empowering Students with Special Needs

EdTech integrates AI-powered assistive technologies to support students with disabilities or special learning needs. Speech recognition technology, for instance, assists students with dyslexia or writing difficulties by transcribing their spoken words. AI algorithms provide real-time suggestions and corrections,

enhancing writing skills. Assistive technologies empower students by removing barriers to learning and promoting inclusivity in education.

Continuous Assessment and Feedback: Personalized Guidance for Progress

Adaptive learning platforms provide continuous assessment and feedback to monitor student progress. AI algorithms analyze student responses and behavior, identifying areas for improvement and providing immediate feedback. Real-time feedback enables students to track their progress, adjust learning strategies, and receive personalized guidance. This iterative process fosters self-improvement and promotes academic growth.

Benefits of Adaptive Learning Technologies

- ➢ **Personalisation:** Adaptive learning technologies enable educators to provide customized learning experiences that are tailored to each learner's specific needs and abilities. Personalization can increase student engagement, motivation, and overall learning results.
- ➢ **Real-time feedback**: Adaptive learning systems offer real-time feedback to learners, enabling them to identify their strengths and weaknesses, and focus on areas for improvement.
- ➢ Data-driven insights: Adaptive learning technologies offer valuable insights into instructional design, curriculum development, and teaching strategies by collecting and analyzing data on learner performance and engagement.
- ➢ **Improved retention**: Adaptive learning technologies enhance information retention by presenting it at the most suitable time and format for each individual.
- ➢ **Accessibility and inclusivity:** Adaptive learning technologies offer personalized support and alternative content formats to meet the diverse learning needs of learners with disabilities or learning difficulties.
- ➢ Better Student Engagement: Adaptive learning technology utilizes students' love for high-tech devices, utilizing educational apps for tailored programs and immersive experiences, making learning fun and engaging.

Roles and Practices of Educators in Technology-Supported Learning

Technology can enhance educators' roles by enabling co-learning, fostering collaboration, and enabling students and teachers to become more mature learners, leaders, guides, and catalysts of change. Following are some descriptions of these educator roles and examples of how technology can play an integral part.

- ➢ Educators can collaborate far beyond the walls of their schools.
- ➢ Educators can design highly engaging and relevant learning experiences through technology
- ➢ Educators can lead the evaluation and implementations of new technologies for learning
- ➢ Educators can be guides, facilitators, and motivators of learners.
- ➢ Educators can be co-learners with students and peers.
- ➢ Educators can become catalysts to serve the underserved
- ➢ Fostering Ongoing Professional Learning

Conclusion

The integration of adaptive learning and AI in EdTech is transforming education, providing personalized, engaging, and effective learning experiences for students. With personalized learning paths, intelligent tutoring systems, data-driven insights, and innovative technologies like NLP, gamification, and VR/AR, EdTech is reshaping the educational landscape. By harnessing the power of AI, educators can cater to individual student needs, promote deeper understanding, and improve learning outcomes. The exciting

evolution of EdTech offers a glimpse into a future where education is more accessible, inclusive, and impactful than ever before. To fully harness the power of adaptive learning technologies, it is essential for educational institutions to invest in the development and implementation of these tools while addressing the challenges and ensuring the quality and effectiveness of the adaptive learning experiences provided. By embracing adaptive learning technologies, we can move towards a more inclusive, accessible, and personalised education system that empowers all learners to achieve their full potential.

References

https://www.linkedin.com/pulse/exciting-ways-edtech-evolving-adaptive-learning-artificial
https://ciet.ncert.gov.in/activity/dtcsn
https://www.riseup.ai/en/blog/adaptive-learning-pros-cons
https://www.capella.systems/harnessing-the-power-of-adaptive-learning-technologies-for-personalised-education
https://www.graygroupintl.com/blog/how-is-ai-changing-education
https://www.graygroupintl.com/blog/how-is-ai-changing-education
https://www.iitms.co.in/blog/adaptive-learning-benefits-and-challenges.html

TEACHERS ROLE OF ASSISTIVE TECHNOLOGY IN FOSTERING INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

* Deepa .C
Assistant Professor in Pedagogy of Physical Science
St.Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

Assistive Technology (AT) plays a significant role in facilitating the learning process for all partners, especially teachers and students. Teachers must employ instructional approaches and tools that assist all students in accessing the curriculum, engaging in learning activities, and demonstrating their achievements. Universal design for learning and assistive technology makes the curriculum and instructional practices accessible and engaging for all students. In recent years, there have been significant developments in the education of people with disabilities. These developments have gone hand in hand with substantial legislative and technological changes that support the development of inclusive education. The diversity found in the 21st-century classroom presents numerous challenges for teachers. Today's general education classroom might include students who are second language learners, working below grade level, have emotional or attention problems, or who are cognitively or physically disabled or gifted. Ensuring that each student is having their learning needs met may be quite challenging in a class with a wide range of learners. Traditionally, students with learning needs or exceptionalities received supports in the form of accommodations, modifications, alternate programs or courses that are typically delivered to students as an add-on support. With inclusive education becoming the new norm, this retrofitting approach to service delivery may not align with the realities and challenges of inclusive classes. A more proactive approach to meeting students' learning needs may more suit for inclusive learning environments. That is, educators can design lessons to be more universal to allow all students to access learning in a way that best meets their unique learning needs. This research identifies the role of assistive technology in inclusive education. For this purpose, a self-Integration of disabled students is the key way to rehabilitate special needs children. Many assistive applications can help students with disabilities' learning and access. Educational systems are obliged to prepare, educate and evaluate children with special needs. Both assistive technology (AT) and inclusive technologies can provide the most effective training in preparing impaired children for full, active and participating school and community life. Children with special needs are among the most stigmatized and excluded group of children in the world. Assistive technology helps in the enhancement of quality life for themselves and their surroundings. Fostering a varied and fair learning environment requires inclusion in education. Educational institutions may foster environments where each student feels valued, respected, and encouraged to realise their full potential through embracing inclusiveness.
Keywords: *Assistive Technology, Fostering Inclusive Education, inclusive learning, children with disabilities*

Introduction

"The real miracle of technology may be the capacity it has to remove previously insurmountable barriers faced by persons with disabilities" (Simon, 1991).

Technology has great potential in providing access for all learners, and the ability to access the general education curriculum. Inclusive Education (IE) refers to the ambition, and goal, that all children regardless of ability or disability should be educated in mainstream classes in their district schools, receiving education and support as required by their needs. The idea of inclusive education is important because it is defined

by the United Nation as a human right in The Convention on the Rights of Persons with Disabilities (UN, 2006). Inclusive education should be adaptable to different styles of learning so that it suits all learners, in particular children (UNESCO, 2002a; 2002b). According to the UN, there are some 200 million children with disabilities (CWD) in the world (UNICEF, 2009). Assistive Technologies (AT) is a broad concept, covering virtually anything that might be used to compensate for lack of certain abilities (Reed & Bowser, 2005) ranging from low-tech devices like crutches or a special grip for a pen, to more advanced items like hearing aids and glasses, to high-tech devices such as braillers and computers with specialized software for helping dyslectics to read (WHO, 2009). Despite the positive impact and advancement of AT over years, prior research on the use of AT in inclusive education is few and limited to developed countries. For example, a Canadian study examines how one can help students with special needs for assistive technologies to smoothly transit from elementary to secondary school (Specht et al., 2007). Similarly, a Norwegian study examines how environmental factors as well as Braille and assistive technologies affect the learning and literacy of 11 severely visually-impaired students (Vik, 2008).

Assistive Technology (AT) and Inclusive Education

While assistive technology and inclusive education are studied individually, AT is often quite synthesized to improve inclusion. AT and inclusion come together in many areas, including belonging, design and learning development (Pesonen et al., 2016).

Belongings

Classroom students should provide their sense of membership and access to school courses and social features (Pesonen et al., 2016). AT helps children build the meaning of belonging and inclusion in the classroom in several essential areas (Loreman, 2009). Generally, a healthy school environment within AT is increased if professional learning in AT is provided to all teachers and support personnel and supports the requirements of disabled children (Chambers et al., 2015). The children can also access the curriculum and use these tools to communicate their grasp of the topic and education. It is crucial that, while utilizing AAC, not just students may utilize the device to interact with all the communication partners. Using this basic but extremely helpful intermediary device, a student will stay in the classroom instead of being withdrawn for supporting reading instructions. Virtual manipulatives (Virtual Manipulative National Library, 2020). Assistive technology can help students who cannot handle certain items for inclusion in mathematics. Virtual manipulative means are interactive tools and online manipulative tools (e.g., eye-gazing systems, head points, switches, joysticks) that allow for more engagement. The use of the replacement mouse is also possible (CAST, 2020).

Planning

Teachers should consider their students' academic and social demands and the technology that might help them achieve their objectives. Learning planning needs students to access the contents of the lesson and to exhibit knowledge and understanding properly. Many other children are likewise likely to benefit from the preparation for the needs of one student (Botts, 2013).

Teaching and Learning

The use of evidence to decide the location of students, choose high-quality educational systems, monitor progress, and evaluate progress involves teaching and learning. If all students have access to the gadget, the student with mobility difficulties will not be disadvantaged because the devices may also be utilized with eyesight checks if necessary. The use of AT to augment current skills or circumvent problems faced by children may involve the appropriate educational policies AT can be used to help students handle areas

in which they face severe difficulty in circumventing areas of difficulties in writing, such as spell control software, grammatical support, voice-to-text and graphics organizers (Masters, 2018).

Role of Teachers in Inclusive Education

In a classroom, children are like the vibrant beads, and teachers act as the thread that weaves them into a stunning necklace of captivating learning. Without proactive teachers, inclusive education would be a mare's nest. Teachers do more than just share knowledge; they also care for students' feelings, encourage them to adapt, and help nurture their talents. Let's explore some key roles teachers play in inclusive education:

- ➢ **Creating an Inclusive Classroom Environment -**The first step in inclusive education is setting the stage for an inclusive classroom. Teachers play a pivotal role in creating an environment where every student feels welcome, respected, and valued. This means using inclusive language, promoting empathy, and fostering a culture of acceptance.
- ➢ **Understanding Diverse Needs-**Teachers must be knowledgeable about the diverse needs of their students. This involves identifying learning disabilities, behavioural challenges, and any other special requirements. Once identified, teachers can tailor their teaching methods and materials to meet these needs.
- ➢ **Differentiated Instruction-**Inclusive education thrives on differentiated instruction. Teachers must adapt their teaching strategies to accommodate various learning styles and abilities. This may involve modifying lesson plans, using alternative assessment methods, or providing additional support.

Assistive Technology by Teachers

Teachers in their professional duties must possess and live with positive professional philosophies that enable them to respond constructively to students with disabilities (Shute & Rahimi, 2017). Teachers in preschools are generally experienced in the use of AT, having accepted or learned about specific philosophies that contribute to their choice of the AT incorporated into the learning environment (Koch, 2017). Teachers have varying motives for employing technology in the schools to support the learning of children with disabilities. Support and promotion of equality through the use of technology thus responds to the needs of individuals with disabilities.

Comprehensive knowledge of AT enables teachers to create an appropriate learning environment that can accommodate all students, including those with disabilities (Holstein et al., 2017). Teachers incorporate resources and methods to determine existing barriers in the learning environment, and AT is essential to dispel the myth that children with disabilities lack knowledge and are unable to apply skills in learning and working environments. Teachers now increasingly recognize diversity in the school environment and use AT to provide an excellent opportunity for all students to learn. The development of positive philosophies by school teachers helps them adapt to relevant technologies (Laumann et al., 2015), helping them create an engaging classroom where all learners can benefit and acquire the right content and learn in a way that suits them.

Role of Assistive Technology

The British Assistive technology Association (BATA) has defined Assistive technology as " Assistive Technology is any equipment, hardware, software, product or service which maintains, increases or improves the functional capabilities of individuals of any age, especially those with disabilities and enable them more easily to commune, to learn, to enjoy and live better independent lives (BATA, 2011). Assistive

technology helps people with various ranges of disabilities of both physical and cognitive and it can be used at any place and any time. It helps people to be more self-dependent and confident, productive and enable them live a quality life. It helps the student in improving the speed and accuracy work that has been done. The digital Assistive technology varies from high tech devices to low tech devices. The low tech Assistive Technology includes pencil grips, highlight pens, Audio books, and calculators and so on. The mid to High tech devices includes mobile technology, soft wares, GPS (Global Positioning System) and so on. These Assistive devices are chosen based on the effectiveness, affordability, Operability and dependability.

The role of Assistive technology varies on the basis of the disability. Few disabilities and the role of Assistive technology are discussed below:

Visual Impairment

Visual impairment is a condition where the people suffer from total loss of sight or partial. The Assistive devices used for the visually impairment are

> **Screen Magnifier glass:** This function like a magnifying glass, where the student can enlarge the content to his visible form
> **Braille:** Braille is an essential tool for teaching literacy skills and will serve as a lifelong skill. Learning Braille allows students to experience aspects of written language such as spelling, grammar and sentence structure and will provide a valuable foundation for written language.
> **Screen Reader:** It is software that reads out the content in the form of electronic speech
> **Braille Embossers:** It is a hardware that is used for printing computer generated text in the Braille form
> **Adaptive Paper:** Specialized paper with darkened lines, raised lines, or using colour can significantly improve the writing of students with low vision.
> **Abacus:** It is used to teach early number concepts, operations and fractions, can be used in lieu of paper and pencil, and is a low-tech substitute for a calculator.

Hearing Impairment

Hearing impairment is a condition where the person cannot hear at all or can only hear loud sounds. The Assistive devices used for hearing impairment are:

> **Individual FM system:** It is a listening device that improves the sound ratio for the individual using microphone placed in the mouth
> **Computerized speech recognition:** This allows the spoken message to be displayed as a readable text
> **Closed Captioned TV**: It allows the text display of spoken dialogue and sounds
> **Hearing Aids:** These are generally used in four styles: body-worn, behind the ear, eye-glass and in-the-ear. School-age children most often use postauricular hearing aids, which are designed use behind the ear.

Speech Impairment

Speech impairment is a condition, where the students do not have perfect co-ordination in what they speak. The Assistive devices used for speech impairment are:

> **First words:** It is a software that has a number of applications in developing the required language functions
> **Augmentative or Alternative communication:** It is the use of symbols, aids, strategies and techniques to enhance the communication process

Learning Disability

According to Edyburn, the term Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The Assistive devices used are:

➢ **Free form database software:** This helps the user to jot down the notes in an electronic form
➢ **Paper based computer pen:** This technology records the audio along with what the person writes using the pen in special paper
➢ **Electronic Worksheets:** Students with learning disabilities like dyslexia can use electronic worksheets to complete their assignments. These worksheets help students to line up words, equations and numbers on their assignments.
➢ **Audio books and publications:** Recorded books allow users to listen to text and are available in a variety of formats, such as audiocassettes, CDs, and MP3 downloads. Special playback units allow users to and search and bookmark pages and chapters. Subscription services offer extensive electronic library collections.
➢ **Talking Calculators:** Talking Calculators are greatly beneficial for the students who have dyscalculia. The gadget makes it easier to check assignments, read numbers and perform calculations. Other than talking calculators, students can also check out text-to voice devices. They function on the same concept of converting written words into an audible track. Students can use these devices to check their spelling or to improve their reading comprehension skills.
➢ **Word Processors:** Word Processors are computer-based writing systems that enable the user to type text onto a computer screen before printing on paper. Word processors allow the user to edit and correct his written work more efficiently than doing so by hand. Text is also easily underlined, boldfaced or centred. The ability to rearrange text in these ways may reduce a writer's fear of making errors, since the text can be easily changed.

Conclusion

Assistive technology enhances self-learning there are innumerable benefits for the learners at all levels when teachers are trained to train learners to use assistive technology linking it with the curricular goals. Providing students with disabilities with special educational environments requires a great level of attention from all of the world's communities, and must consider the preparation of teachers of special education to implement AT so as to enable them to improve their knowledge, skills, and competencies, as well as teaching skills and expertise in determining and meeting the learning needs of students with disabilities and autistic traits. It is essential to focus and build on the strengths and capabilities of the students, with the necessary support and assistance, to give more room to their abilities in order to address their 'disabilities'.

References

Holstein ,et.al. (2017). Intelligent tutors as teachers' aides: exploring teacher needs for real-time analytics in blended classrooms. *In Proceedings of the seventh international learning analytics & knowledge conference*, 257–266.
Kezia.R.(2017), Role of assistive technology in promoting quality inclusive education, *Shanlax International Journal of Education,*6(1),320-336.

Koch,K. (2017). Stay in the box! Embedded assistive technology improves access for students with disabilities. *Education Sciences,* 7(4), 82.

Pesonen, H., Kontu, E., Saarinen, M., & Pirttimaa, R. (2016). Conceptions associated with sense of belonging in different school placements for Finnish childrens with special education needs. *European Journal of Special Needs Education*, 31(1), 59–75. doi:10.1080/08856257.2015.1087138

Shute,V. J., & Rahimi S. (2017). Review of computer-based assessment for learning in elementary and secondary education. *Journal of Computer Assisted Learning*, 33(1), 1–19.

Specht, J., Howell, G., & Young, G. (2007). Students with special education needs in Canada and their use of assistive technology during the transition to secondary school. *Childhood Education,* 83(6), 385-389.

Vik, A. K. (2008). Individual and environmental conditions for the literacy development of pupils with severe visual impairments. *Journal of Assistive Technologies,* 2(4),3-15.

http://www.who.int/disabilities/technology/en/

INCLUSIVE EDUCATION INITIATIVE: TRANSFORMING EDUCATION FOR CHILDREN WITH DISABILITIES

* Michael Jeya Priya.E
Assistant Professor of Biological Science
St.Ignatius College of Education(Autonomous),Palayamkottai

ABSTRACT

Inclusive education is an evolving concept that can be useful to guide policies and strategies addressing the causes and consequences of discrimination, inequality and exclusion within the holistic framework of Education For All (EFA) goals. Removing the barriers for participation in learning for all learners is at the core of the concept of inclusive education, which is truly rights-based and will require all aspects of the education system to be reviewed and redesigned. Inclusive education can be comprehended as an on-going process in an ever-evolving education system, focusing on those currently excluded from accessing education, as well as those who are in school but not learning. This paper deals with the Role of teachers in promoting inclusive education and Strategies for Teaching in Inclusive Setting.

Keywords: *Inclusive education, Disabilities, Collaborative Approach*

Introduction

Education is taken as a basic human right from the Universal Declaration of Human Rights to the UN Convention on the Rights of the Child. They provide a vision by providing a set of goals, reflect the barriers and opportunities related to education within our own changing society(Abrol,2023). Inclusive education differs from previously held notions of 'integration' and 'mainstreaming', which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships (Preeti Singh,2012).

Role of teachers in promoting inclusive education

Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. UNESCO (2000) added that Education for All desired to overcome inequalities in educational systems by 2015, while the UN convention on the Rights of Persons with Disabilities (2006) acknowledged the inclusion of student's rights of all by providing them individual support they may require. The successful implementation of inclusive practice largely depends on teachers. (Shade & Stewart, 2001) studied that teacher having the main responsibility for implementing inclusion policy, their characteristics ensure the success of inclusive practice among pupils Teachers use a number of techniques to help build classroom communities:

❖ Using games designed to build community
❖ Involving students in solving problems
❖ Sharing songs and books that teach community
❖ Openly dealing with individual differences by discussion
❖ Assigning classroom jobs that build community
❖ Teaching students to look for ways to help each other

❖ Utilizing physical therapy equipment such as standing frames, so students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities

❖ Encouraging students to take the role of teacher and deliver instruction Focusing on the strength of a student with special needs

These teaching strategies for inclusive classroom settings can help you create an environment in which all of your students can thrive.

Strategies for Teaching in Inclusive Setting

- **Team teaching -**Team teaching is an approach in which two or more teachers, join together, plan together, teach together and evaluate together. As an educator, you have to work out the depth in which the therapists and doctors give their inputs and how they can be related to education and behavior of the child in school. In inclusive schools the regular education teacher and the special education teacher also work together in providing service to children with Special Need in the classroom. In inclusive education, meeting the special educational needs of children is the joint responsibility of the regular teacher, the special teacher and other professionals. For team teaching you have to plan jointly with others for teaching and evaluating a particular topic or subject depending upon your expertise/experience.

- **Peer Tutoring -**Peer tutoring involves one-to-one instruction from a student to another in the tutoring role and the tutee who receives instruction. Peer tutoring meets the individual's needs of the child with disabilities by providing remedial or supportive instruction.

- **Cooperative Learning -**Cooperative Learning is a strategy used by group/number f students to achieve a common Goal with mutual collaboration and support. In an inclusive classroom where a large number of children with and without disabilities have been enrolled, children can be taught with the help of cooperative learning in which they have common goals. Grouping of children with Special Need should be done in such a way that the work goes on smoothly in the group. It benefits not only children with special educational needs but also all other children. It promotes academic achievement, develops problem-solving skills, leadership skills and pro-social skills; increases motivation, understanding, retention and transfer of learning to varied situations. It provides opportunity for peer interaction and social integration of children with disabilities. It also sensitizes and orients all children in the class as they know about the potentialities of many children with Special Need who may give a different appearance. However, teacher should monitor closely the materials, and the way they are used and the activities conducted in the class. In this approach children learn to share things instead of developing a unhealthy competition. Cooperative learning provides opportunities to all children to participate and contribute.

- **Language Learning -**The Language learning Approach integrates the development of reading skills with the development of listening, speaking and writing skills. What the child is thinking and talking about would make the material for developing the lesson. Children with visual impairment polio, muscular dystrophy and some types of spinnabifida. However, some children with hearing impairment, mental retardation, cerebral palsy and some types of spinal bifida may show difference in thinking, talking or communication. In such cases the teacher will have to make special efforts to see that she/he talks about the experiences in the child's world or she should try to give the experience to the child before discussing it.

- **Multi Sensory Approach-**The Multi Sensory approach is based on the premise that for some children learning is Facilitated, if content is presented via several modalities. Kinesthetic and tactile stimulation

are used along with visual and auditory modalities. This approach may be more useful in case of children with multiple disabilities as they need repetition through different modalities for reinforcement.

- **Breakthrough to Literacy Programmed -**Many children cannot remember what they read as it seems very remote from their immediate environment. If they are taught to write what they are actually doing they should be able to retain it. Hence a strategy that could promote retention over a long period of time should be based on involvement of the child at different levels.

- **Task Analyses -**In task analysis, the task to be learnt by the child is broken up into small teachable Components. The components are sequenced and each component is transacted to the child. The next component to be taught is taken up only after the child masters the initial ones. Children with Special need cover a large range of disabilities. For each child the basal level and the profile have to be assessed and accordingly considering his pace of learning, the task is to be broken down. Various activities of daily living as need academic activities can be taught through this method. You should ask the teacher to task analyze different tasks and administer them on children with Special Need.

- **Modifying Materials and Activities-**Teaching social studies can involve many different instructional practices. Within then classroom setting teachers can employ discussions, demonstrations, and learning centres. Other intriguing techniques involve simulation activities, role-playing, or dramatic improvisation.

- **Word Analysis Skills -**Phonetic analysis teaches a student to "attack" an unfamiliar word. Although it does not teach the total range of reading skills, it does teach the essential skills of decoding. In addition, pictorial, contextual, and syntactic clues can help decode unknown words, as can configurationally and structural analysis. Children can use all of these methods to unlock new words at one time or another and beginning readers use this variety of strategies most frequently.

Role of teachers in Inclusive Education

Teachers use special teaching techniques to help students do well academically in inclusive classrooms. A nurturing learning environment coupled with peer support can result in better vocational outcomes than in non-inclusive settings.

- ❖ **Social Development-**This approach helps them develop respect and understanding for different cultures and abilities through observation and imitation. It also develops self-confidence to a great extent.
- ❖ **Better Friendships-**The interaction among peers in inclusive <u>classrooms</u> fosters unique friendships that result in open-mindedness.
- ❖ **Academic Success-**A nurturing learning environment coupled with peer support can result in better vocational outcomes than in non-inclusive settings.
- ❖ **Varied Extracurricular Activities-**Since inclusive schools are big on improving their teaching approaches, both disabled and non-disabled students must participate in varied extracurricular activities throughout the academic year.
- ❖ **Community Building-**Inclusive learning is not only great for children but also for their families. Parents of special children feel supported in their community, which brings them greater psychological and economic well-being. This, in turn, leads to better community building and the elimination of discriminatory beliefs among neighbours.

Role of Teachers in Inclusive Education

- ❖ **Identification-**One of the most important roles that an inclusion teacher plays in a diverse classroom is identifying their students properly. The teachers identify their special students' social, emotional,

behavioral, physical, and academic strengths. The teachers create individualized education plans and proper accommodations based on this information.

- ❖ **Cooperative Learning-**Another vital role of teachers in inclusive education is the enabler of cooperative learning. Peer-supported learning benefits students with learning differences. It also teaches them to work alongside those with different skills than theirs. This approach builds confidence and pushes students to give their best.

- ❖ **Modified Assignments and Marking-**Special education inclusion students require modified assignments and grading systems. Inclusive educators use diverse methods of testing and marking to accommodate students who might struggle to put their thoughts on paper due to their special needs. The teachers can use an additional points system, provide clear feedback, differentiate ideas from language skills when grading and other techniques.

- ❖ **Addressing Parental Concerns-**Parents of children in diverse classrooms are often skeptical about their classroom conduct and day-to-day activities.

- ❖ **Varied Instructional Formats-**To address an inclusive classroom, teachers must make suitable changes in the knowledge delivery so all children can learn according to their ability. These include interactive whiteboards, paired learning, and student-led presentations.

- ❖ **Collaborative Approach-**An inclusion classroom can be highly diverse, and it's possible that one teacher might not have all the knowledge and experience to meet their needs. To provide the best learning experience to the students, inclusion teachers collaborate with the regular education teachers. Such collaborations allow the inclusive learning community to share ideas, break down lessons, support, and share expertise.

- ❖ **Curriculum Adaptations-**Inclusion teachers create curriculum adaptations to support every student's academic, physical, emotional, behavioral, and social development in the best way possible. They achieve this by first identifying their students' strengths and special needs. Then they alter their lessons and teaching techniques to accommodate these needs. They provide differentiated reading material based on their specific interests and reading levels. These techniques allow teachers to give the students multiple means of action and expression to succeed at their own pace.

- ❖ **Supplementary Study Material-**Students often have short attention spans, whether learning in an inclusive classroom or a regular classroom. It simply means that they find it difficult to absorb all the information from simply listening to you deliver it. The difference is that the students in your inclusion classroom can have significantly different learning curves. To address this problem, inclusion teachers add an exercise or a small assignment to their lessons to ensure deeper learning in the class.

- ❖ **Discrete Personal Assistance-**There are often students in an inclusive batch that require some extra support. But the need for support can vary greatly from student to student in such classrooms. To ensure proper learning for all the students, teachers assist in various ways. They assign peers as helpers to work on classroom projects together and complement each other's' skills. They spend more time with students who require additional prompts during their learning process in the class.

Conclusion

Inclusive special education considers that the priority for children with Special Eduational Needs and Disabilities (SEND)must be that they have access to curricula that are appropriate for them throughout their education. An important issue in inclusive special education is to achieve the right balance for each child with SEND between an academic or developmental curriculum, which is focused on the needs of the majority of children, and a functional curriculum which addresses the specific educational needs of children with SEND.

References

Anastasiou, D. & Kauffman, J. M. (2012). Disability as cultural difference: implications for special education. *Remedial and Special Education,* 33 (3), 139–149.

Armstrong, A. C., Armstrong, D. & Spandagou, I. (2010) *Inclusive Education: international policy and practice*. London: Sage.

Artiles, A. J., Kozleski, E. B. & Waitoller, F. R. (2011). *Inclusive Education. Cambridge, MA*: Harvard University Press.

Avramidis, E., Bayliss, P., & Burden, R. (2000) .Student teachers attitudes towards the inclusion of children with special educational needs in the ordinary school, *Teaching and Teacher Education*, 16 (3), 277-293.

Burns, M. K., & Gibbons, K. A. (2008). *Implementing Response-to-Intervention in Elementary and Secondary Schools.* New York: Routledge.

Currie, J. (2001).Early childhood education programs. *Journal of Economic Perspectives*, 15 (2), 213-238.

Deno, E. (1970) Cascade system of special education services. *Exceptional Children*, 37, 229–237.

Salend, S. J. (2011). *Creating Inclusive Classrooms: effective and reflective practices* (seventh edition). Boston, MA: Pearson.

Savage, C., Lewis, J.,& Colless, N. (2011) Essentials for implementation: six years of School Wide Positive Behaviour Support in New Zealand, *New Zealand Journal of Psychology*, 40 (1), 29–37.

Singal, N. & Muthukrishna, N. (2014) Introduction: education, childhood and disability in countries of the South – re-positioning the debates, *Childhood*, 1–15.

Slee, R. (2011).*The Irregular School: exclusion, schooling and inclusive education*. London: Routledge.

Takala, M., Pirttimaa, R. & Tormanen, M. (2009). Inclusive special education: The role of special education teachers in Finland, *British Journal of Special Education*, 36 (3), 162–172.

Temple, J. A.,& Reynolds, A. J. (2007).Benefits and costs of investments in preschool education: evidence from the Child–Parent Centers and related programs, *Economics of Education Review*, 26, 126–144.

EMOTIONAL INTELLIGENCE OF INCLUSIVE CHILDREN

*Dr Theresita Shanthi .N
Assistant Professor of Physical Science
**Ajitha Mercy. G
Student Teacher
St.Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

The term "emotional intelligence" (EI) refers to the capacity to identify one's own feelings as well as the ways in which emotions influence conduct. The next generation of professionals is trained in a variety of educational environments, including different levels of schooling, to work with people with disabilities. Foundational EI approaches are taught in many post-secondary academic programs with an emphasis on quality-based service delivery for practice in a variety of settings. Furthermore, a growing proportion of graduates go on to pursue alternative therapies including respiratory, occupational, speech therapy, and physical therapy. A program that emphasizes the fundamentals of emotional intelligence (EI) equips graduates with a greater capacity for empathic relationships, a broad understanding of the connections between mental and physical conditions, and an insightful understanding of the world and how important issues may be affecting individuals from an emotional intelligence perspective. The importance of emotional intelligence in relation to inclusive children and other special needs is the main topic of this essay.

Keywords: Inclusive Children, Alternative Therapies, Special Needs, Emotional Intelligence

Introduction

The emotional intelligence of kids with learning difficulties is the main topic of discussion in this theme paper. Children who have learning disabilities often struggle with their emotions. Their learning environment is conflicted. Under other circumstances, children's disputes made it difficult for them to respond to the questions that the teachers posed. The children are emotionally troublesome due to this illness. A kid with a learning disability already has challenges in the classroom due to their learning environments. The child's emotional difficulties and impairment cause them to become an emotionally unstable, poor emotional intelligence adult in the future. This essay highlights the necessity and significance of an all-encompassing approach for treating particular academic difficulties as well as the emotional issues that arise in these kids.

Models of Emotional Intelligence

The "**ability-based model of emotional intelligence**" was created by A. Mayer and Salovey (1997) and emphasizes a person's capacity to recognize, utilize, comprehend, and control their emotions. According to this model, people who are more emotionally intelligent have better abilities in these four areas, which helps them deal with stress, navigate social situations, and make wise decisions. This model divides emotional intelligence into four interconnected skills:

➢ **Perceiving Emotions:** This skill entails understanding and correctly identifying one's own emotions as well as those of others. It also entails deciphering nonverbal emotional cues.

➢ **Using Emotions:** This is the ability to use feelings to effectively support reasoning, solving problems, and making decisions.

➢ **Understanding Emotions:** This skill includes the ability to understand intricate emotional data,

Emotional Intelligence Models

➢ **Regulating Emotions:** This skill is regulating and controlling one's own and other people's emotions. It also includes learning how to express emotions in the right ways and adjusting one's emotional reactions to various circumstances.

Goleman's (1995) mixed model of emotional intelligence, combines personality-based and cognitive elements. It implies that social skills, personality traits, and cognitive abilities are all combined to form emotional intelligence. It highlights how crucial these elements are to achieving success in both the personal and social spheres. This model focuses on the following five elements:

➢ Being self-aware entails being aware of and cognizant of one's own feelings, virtues, weaknesses, and constraints.

➢ The capacity to regulate and control one's emotions, impulses, and behaviors, especially under trying or stressful circumstances, is known as self-regulation.

➢ The main components of motivation are persistence, self-motivation, and the capacity to set and work towards meaningful goals.

➢ Empathy is the capacity to understand and consider others' emotions, perspectives, and needs, fostering effective interpersonal relationships.

➢ Social Skills encompasses the ability to communicate, influence, and interact effectively with others, including skills such as teamwork, leadership, and conflict resolution.

According to the **Bar-On model**, Emotional intelligence is "a collection of interconnected emotional and social competencies, skills, and facilitators that influence our understanding and expression of ourselves, our interactions with others, and our ability to cope with daily challenges and pressures.

There are five main components to this model:

➢ Intrapersonal psychology focuses on "self-awareness and self-expression," which encompasses our the capacity to identify and comprehend our feelings, our advantages and disadvantages, and communicate our constructively addressing thoughts and feelings.

➢ Interpersonal awareness pertains to our comprehension of the feelings, worries, and necessities of others.as well as our capacity to establish and preserve wholesome, mutually beneficial, and fulfilling relationships.

➢ The ability to effectively control and regulate our emotions, especially under pressure, is the focus of stress management.

➢ The focus of adaptability is on our capacity to deal with and adjust to interpersonal and personal changes, in addition to those that occur in our immediate environment.

➢ Our overall emotional health and motivation level are reflected in our general mood.

Learning Impairments

Remedial education is another term for instruction given to students who have learning impairments. Samuel Kirk (1963) discussed learning difficulties, he talked about the following processes that remedial education entails:

❖ Learn about the child's unique needs.
❖ Create both short- and long-term goals.
❖ Examine the assignments that need to be taught.
❖ Start the lesson at the child's level.

❖ Make a teaching decision.

❖ Choose suitable prizes for the young person.

Techniques for Resolving Emotional Issues

Techniques for Resolving Emotional Issues in Children with Learning Disability in the Academic Environment involves

❖ Determine the child's unique needs and create both long-term and short-term goals.

❖ Identify the teaching methodology.

❖ Keep teaching at the child's level and give them more time

❖ Select a successful incentive program.

❖ Assess educational assignments

❖ Provide pupils the chance to succeed

G Kumar (2013) cites Panju (2008) as having seven effective strategies that educators can use. The acronym "ELEVATE" is a reflection of these seven strategies.

Below is an outline of the acronym:

(E) learning environment; (L) emotional language; (E) building relationships; (V) validating feelings; (A) active engagement; (T) critical thinking abilities; (E) empowerment through feedback.

By implementing the ELEVATE strategies and techniques in academic classrooms, teachers can move from a consistent behavior management approach to one that involves more meaningful interactions with students (Kumar, 2013).

Special Assistance for Emotionally Intelligent Children

Special assistance for Emotionally intelligent children can be given by making them to:

❖ Recognize their own feelings

❖ Accept accountability for living a life of excellence.

❖ Respect other people's feelings and acknowledge that both positive and negative emotions are crucial input that helps people stay on track.

❖ Embrace life's realities and approach it with optimism

❖ Consciously select the thoughts and words they use to express optimism, joy, and happiness by thinking and speaking more positively about others, themselves, and the world.

❖ Prevent emotional takeovers to enable yourself to persevere in the face of obstacles and failures brought on by your disability.

❖ Discover how to give their lives more "flow" or "peak" moments.

Conclusion

They may do well in some areas of study even though they struggle in others. However, they struggle with emotional issues. Children with learning impairments can learn well when they are provided with integrated instructional processes that address both emotional problems and learning. Children's emotional intelligence, particularly in learning environments, broadens and enlightens the intellect and can be a successful and effective lead in both personal and academic success. Developing emotional intelligence is a dynamic process. Giving and receiving, understanding and learning, listening, and communicating both ideas and deeds are all part of it. It makes it possible to satisfy both ones own and other people's needs. Emotional intelligence training is undoubtedly beneficial for all special needs children as it equips them with the skills necessary to adapt to an inclusive classroom environment and interact with other students. It is the responsibility of educators to help children with special needs acquire emotional intelligence. A

teacher's ability to deal with students' emotions in a genuine and constructive way is a major factor in their effectiveness and success.

References

Al-Tal, S., AL-Jawaldeh, F., AL-Taj, H., & Maharmeh, L. (2017). Emotional levels of students with sensory impairment. International Education Studies, 10(8), 145-153.

Berg, K. L., Shiu, C. S., Msall, M. E., & Acharya, K. (2015). Emotional intelligence and scholastic achievement in pre-adolescent children. *Personality and Individual Differences,* 65, 14-18.

Bratitsis, T., & Ziannas, P. (2015).Facilitating respite, communication, and care for children with intellectual and developmental disabilities: Preliminary evaluation of the Caregiver Pain Information Guide. *Clinical Practice in Pediatric Psychology*, 8(4), 359–368. https://doi.org/10.1037/cpp0000314

Friedman, S. L., & Kalichman, M. A. (2014). From early childhood to special education: Interactive digital storytelling as a coaching approach for fostering social empathy. *Procedia Computer Science,* 67, 231-240.

Katanani, H. J., & Masoud, A. A. (2017). The relation between the emotional intelligence of children and their mothers. Global Journal of Educational Foundation, 5(4), 378-390.

INCLUSIVE EDUCATION FOR THE STUDENTS WITH DISABILITY

*Dr. Gnana Kamali. M
Assistant Professor of Computer Science
**Dr. Esther Maragathamani. G
Assistant Professor of Tamil
St.Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

Inclusion refers to the education of all children with various disabilities and/or diversities in the overall general educational structure by adapting the complete educational system to include the school structure, infrastructure, methodology, curriculum, and classroom management. Making the school system flexible and adopting an inclusive approach may however, prove the most challenging task of all, a task calling for deep reflection and discussion of two fundamental questions: What is the overall role of education? and What is it we want children to learn in school? It might lead to the need of reforming the school system as a whole from a traditional examination-oriented to an inclusive, child-oriented approach. Inclusion of children with diverse needs require proper understanding of the concept of inclusive education.

Keywords: *Disability, Individualized Education Program (IEP).*

Introduction

The term "inclusive education" is most often used to mean the inclusion of persons with physical and mental impairments, such as sensory or mobility limitations, intellectual disabilities, learning disabilities, language disorders, behavior disorders and autism spectrum disorders. Some educators and theorists also use "inclusion" in a broader sense, to refer to an educational system designed to ensure access for all groups that have been marginalized in society and in schools. Thus, inclusion is sometimes envisioned as the deliberate and self-conscious structuring of whole-school and classroom environments so that they are accessible and congenial not only to students with impairments, but also to those who can face exclusion or disempowerment due to their ethnicity, social class, gender, culture, religion, immigration history or other attributes. Because inclusion also has this broader meaning, it is sometimes endorsed as a means of achieving a more comprehensive form of social justice

Persons with Disabilities Act, 1995

In India, the first concrete step towards ensuring full participation of persons with disabilities in nation building was the Persons with Disabilities (Equal Opportunities, Full Participation and Protection of Rights) Act, 1995.The Government of India has put in to place an Act for the disabled to make sure that they also form an important part of nation building. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 came into force on February 7, 1996. It is a significant step, which ensures equal opportunities for people with disabilities. The Act provides for both the preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier free environment, rehabilitation of persons with

disability, unemployment allowance for the disabled, social security, non-discrimination, special insurance scheme for the disabled employees and establishment of homes for persons with severe disability, etc. Seven categories of disability are covered in the legislation, namely, "blindness," "low vision," "leprosy cured," "hearing impairment," "locomotor disability," "mental retardation", and "mental illness".

Education for Disability Students

Every child with disability shall have the rights to free education until the age of 18 years in integrated schools or special schools.Appropriate transportation, removal of architectural barriers and restructuring of modifications in the examination system shall be ensured for the benefit of children with disabilities Children with disabilities shall have the right to free books, scholarships, uniform and other learning material Special Schools for children with disabilities shall be equipped with vocational training facilities Non-formal education shall be promoted for children with disabilities Teachers' Training Institutions shall be established to develop requisite manpower and   Parents may move to an appropriate forum for the redressal of grievances regarding the placement of their children with disabilities.

Women with disabilities

Women with disabilities require protection against exploitation and abuse. Special programmes will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs. Special educational and vocation training facilities will be setup. Programmes will be undertaken to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills. The Government will encourage the projects where representation of women with disabilities is ensured at least to the extent of twenty five percent of total beneficiaries.

Individualized Education Program (IEP): Develop an IEP for the student, which is a personalized plan that outlines their specific needs, goals, accommodations, and modifications. Review and update the IEP regularly, involving parents and other support professionals.

- ❖ **Differentiated Instruction**: Modify teaching methods, materials, and assessments to meet the individual needs of students with disabilities. Provide a variety of instructional strategies such as visual aids, hands-on activities, and technology tools.
- ❖ **Inclusive Environment:** Foster an inclusive classroom environment by promoting acceptance, understanding, and respect for all students. Encourage students to work together, promote peer support, and avoid stigmatizing students with disabilities.
- ❖ **Assistive Technology**: Use assistive technology tools and devices to support students with disabilities. These can include speech-to-text software, screen readers, video or audio recordings, adaptive devices, and more. Train students on how to effectively utilize these resources.
- ❖ **Supportive Classroom Setup**: Organize the classroom layout in a way that accommodates the specific needs of students with disabilities, such as wheelchair accessibility, visual aids, or seating arrangements that minimize distractions.
- ❖ **Specialized Instruction**: If needed, provide specialized instruction from a special education teacher or specialist who can work with students individually or in small groups to address their specific learning needs.

- ❖ **Regular Communication**: Maintain open and regular communication with parents, special education staff, and any other professionals involved in the student's education. Share updates, progress reports, and collaborate on any necessary adjustments to the educational plan.
- ❖ **Flexibility and Patience**: Recognize that students with disabilities may require additional time or support to complete tasks or comprehend concepts. Be patient and flexible in accommodating their unique learning styles and abilities.
- ❖ **Peer Support and Collaboration:** Encourage peer support and collaboration amongst students by assigning group projects or partnering them with classmates who can provide assistance or act as mentors.
- ❖ **Professional Development**: Continuously educate yourself and the rest of the teaching staff on best practices for supporting students with disabilities. Attend professional development workshops, conferences, or online courses focused on inclusive education.

Conclusion

Inclusive Education for disability students is a positive and necessary approach to providing equal opportunities for all students, regardless of their disabilities. The benefits of inclusion education are manifold, including improved academic and social outcomes for students with disabilities, increased understanding and empathy among their non-disabled peers, and the promotion of a more inclusive and accepting society. While there may be challenges and hurdles to overcome, such as the need for additional supports and resources, the overall impact of inclusion education is overwhelmingly positive. It is crucial that educational institutions and policymakers continue to prioritize and invest in inclusive practices to ensure that all students have equal access to a quality education and the opportunity to reach their full potential.

R**eferences**

Farwell, P. et al. (2007). SEN inclusion and pupil achievement in English schools. *Journal of Research in Special Educational Needs*, 7, 172-178.

Hustler, Y. & Levi, I. (2008).Including children with disability in education: general and specific attitudes of high-school students. *European Journal of Adapted Physical Activity*, 1, 21-30.

Martin, E. (1995).Case studies on inclusion: Worst fears realized. *Journal of Special Education,* 29, 192-199.

http://lawmin.nic.in/coi/coiason29july08.pdf

https://austinstartups.com/diversity-includes-disability-9de840f47f2e

https://www.huffpost.com/entry/its-time-to-include-disab_b_13643060

https://www.quora.com/What-is-the-difference-between-diversity-disabilityand-inclusion

INCIPLES OF INCLUSIVE CLASSROOM PRACTICES

*** Rexlin.T**
Research Scholar
**** Dr Rajeshkumar.M**
Assistant Professor
Centre for Educational Research, MKU

ABSTRACT

No Discrimination with students: The should be no discrimination in educational institutions, the students should be equally treated regardless of social background, race, gender, religion, Children with disabilities must be able to access education without discrimination and on the basis of equality. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded not only children with disabilities, but speakers of minority languages too. The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms, in the local school community and in the societies they live in. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students. Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose for instance, for speech or occupational therapy. But the goal is this should be the exception.
Key words: Inclusive Education, Least Restrictive Environment, Creative Classroom

Introduction

Inclusive education is a means of creating effective classrooms where the educational needs of all children including children with disabilities are addressed. At present, there is a growing awareness about inclusive education among educators. In special school concept, the special education component is a part of the general education system, whereas in integrated approach, the special education is a part of the general education. Inclusive education goes one step further. In this approach, the special education is an integral part of the general education system. The need for inclusive education has to be viewed in the background of the reality of services for children with disabilities in India. The challenge now is to formulate requirements of a school for all, since all children have the right to education. The learning needs of the children with disabilities demand special attention. Steps need to be taken to provide equal access to education to every category of the disabled as an integral part of the education system. The Salamanca Statement and Framework for Action (1994) strongly promote "Inclusive Education" or "Schools for All".

Inclusive Education: Principles

No Discrimination with students: The should be no discrimination in educational institutions, the students should be equally treated regardless of social background, race, gender, religion, Children with disabilities must be able to access education without discrimination and on the basis of equality. This means the right

not to be segregated, and to be provided with all the support they need. All barriers must be removed - legal, physical, communication and language, social, financial and attitudinal barriers.

- ❖ **Equal Education opportunity to all:** There should be equality of opportunity in education, where everyone has fair and equal access to a good quality education regardless of being disabled, social background, race, gender or religion, and where people achieve success in education according to their efforts and ability, free of any form of discrimination.

- ❖ **The students view is listened to and taken seriously:** Children have the right to be able to express their views on all matters affecting them and to have those views taken seriously, in accordance with the child's age and maturity. This does not mean that you must do whatever children want. However, it does mean that their feelings, concerns and ideas should be taken into account when you are making decisions about them especially in school. This involves both listening and taking on board what the children say.

- ❖ **School adapt to the need of students:** Inclusive education provides such learning environment that promotes all round development of all learners together in the same educational settings. The content, the teaching process, assessment and evaluation, and the physical environment may be modified to help students to achieve success in the classroom. The kind of activities chosen by the teacher, including group activities, must be flexible and reflect the background knowledge of small groups or individual students. School adaptation refers to adjusting assessments, material, curriculum or classroom environment, to accommodate a student's needs to enable him/ her to participate in and achieve the teaching-learning goals, modifications involve making changes to learning goals, teaching processes, assignments and/or assessments to accommodate a student's learning needs. One of the keys to adapting activities for young children with disabilities is to make the materials or activity only as special as needed. Materials for young children with disabilities don't have to come from special catalogs or cost a lot of money. Often regular age-appropriate toys can be used with little or no adaptations.

- ❖ **Individual differences between students are a source of richness and diversity, and not a problem:** The importance of individual differences in education has been known for a long time. Adjusting the learning environment according to the individual needs of the student and preparing the curricular by considering these individual differences will help the development of individuals. It is very important for a teacher to understand the individual differences of each and every learner so that effective teaching-learning takes place. A teacher should understand the various psychological, personal, social, religious, and other factors within the classroom. A teacher should decide teaching-learning strategies according to the individual differences of students in the class. Develop a curriculum that suits the needs of individual differences needs. Consider the individual differences of the class and construct the environment in such a way so that it provides equal opportunities to all.

Role of teacher in inclusive classroom

- ❖ **Interaction with parents:** Parents of children in diverse classrooms are often skeptical about their classroom conduct and day-to-day activities. So, the teacher must help the parents feel comfortable. They do this by addressing their concerns and keeping them updated about their child's progress.

- ❖ **To be able to solve their problems**: There are often students in an inclusive batch that require some extra support. But the need for support can vary greatly from student to student in such classrooms. For example, some students might require a recap of everyday lessons at the end of the class, while

others might not. To ensure proper learning for all the students, teachers assist in various ways. They assign peers as helpers to work on classroom projects together and complement each others' skills. They spend more time with students who require additional prompts during their learning process in the class.

❖ **To develop new learning strategies:** Special education teachers help craft the lessons for inclusive classrooms to ensure that the needs of students with disabilities are considered. Teachers may work together to develop a curriculum that is accessible to all students, or the special education teacher might make modifications to the general education teacher's lesson plans. A special education teacher will also create supplemental learning materials for specific students, including visual, manipulative, text, and technology resources, and determine when one-on-one lessons might be needed. Teachers must examine students' strengths, weaknesses, interests, and communication methods when crafting lessons. The students' individual education plans must be carefully followed to meet achievement goals. As many general education teachers have limited training in inclusive learning, it is important for the special education teacher to help the instructor understand why certain accommodations are needed and how to incorporate them.

❖ **To be able to develop self confidence:** A major barrier in the learning and participation of children in classroom activities is the lack of self-esteem and self-confidence. In supporting learners, the inclusive teacher has a crucial role to play in encouraging all children's social and emotional learning. Atmosphere and dynamics in the classroom and school can be managed in order to encourage self-confidence and participation. Diversity in society is enriching. As a teacher you must model this by adopting a fair attitude towards all children and plan activities that allow them to work together, interact and build their learning together. We need to encourage inclusive social behaviours such as mutual appreciation and respect, listening, tolerance and empathy.

❖ **To be able to provide special facilities:** Aids and appliances, assistive devices, ICT (Information and Communications Technology) resources like JAWS (Job Access with Speech), as well as transportation, escort & scribe allowances to the children with special needs as per requirement and stipend for all girls with special needs (from pre-primary to XII) are specific facilities needed to be supplied in inclusive education. Also, supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counseling services and therapeutic services to children with special needs as per their requirement in convergence with line departments. General school teachers are also to be sensitized and trained to teach and involve children with special needs in the general classroom.

❖ **To be able look after their personal needs:** The educator has to consider whether the learning environment supports their students; that is, socially, emotionally and behaviorally e.g., length of time for instruction or information sharing, groupings, positive role models, number of transitions. Anotherfactor is physically e.g., placement of furniture, equipment, materials; and academically e.g., instructional materials, assessments, as well as expectations.

❖ **To be able to recognize their hidden talents:** One of the most important roles that an inclusion teacher plays in a diverse classroom is identifying their students properly. The teachers identify their special students' social, emotional, behavioural, physical, and academic strengths. They consult the students' parents or guardians to get more information about their needs. The teachers create individualized education plans and proper accommodations based on this information. For instance, a visually impaired student would require course material in larger print, or another student might

need preferential seating based on their ability to focus in the classroom. Similarly, teachers provide varied levels of classroom assistance to the students to learn without feeling overwhelmed.

❖ **To inculcate positive attitude in the able-bodied children:** When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together. Also, when children with and without disabilities learn in the same classroom, they develop relationships they may not have considered otherwise. The interaction among peers in inclusive classrooms fosters unique friendships that result in open-mindedness.

Conclusion

Inclusive Education is a means of creating effective classroom where the educational needs for all children including children with disabilities are addressed. Inclusive Education provides the opportunities for children from different backgrounds to learn in a safe environment. Inclusive Education plays a paramount role in enabling disabled persons to live successful lives. It is not only necessary to support children in their academic activities, but it is also necessary to help them in their day to day activities and it will also prepare them to face challenges and barriers that the real world has to offer. Education provides the opportunity for the children to promote and carry on the knowledge that have been taught throughout their lives and try to impart positive change in the world. Educating the children will help them in improving their behaviour, attitude, and will also teach them how to interact with different groups of people coming from different backgrounds. Education also plays a vital role in these children's life as they can use the knowledge that have attained and apply it in different situations they would come across, outside the school setting. Hence, Inclusive Education plays an important role as it will enhance a child's ability to learn and it will also encourage the child to pass on the knowledge that he or she has acquired.

References

https://nbacl.nb.ca/module-pages/inclusive-education-and-its-benefits/
https://targetb-ed.co.in/what-is-inclusive-education-characteristics-and-needs-of-inclusive-education/
https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=160558&section=3.4
https://blogs.worldbank.org/education/learning-all-essential-role-teachers-inclusive-education
https://soeonline.american.edu/blog/promoting-an-inclusive-special-education-classroom/
https://www.bednotesatoz.in/2022/10/role-of-teacher-in-inclusive-education.html?m=1
https://igntu.ac.in/eContent/BEd-02Sem-DrShikhaBanarji-teaching%20and%20learning.pdf
https://www.studyquirk.com/inclusive-education-concept-rinciples-b-ed-notes
https://www.unicef.org/education/inclusive-education
https://resilienteducator.com/classroom-resources/inclusive-education/

PROFESSIONAL DEVELOPMENT FOR SPECIAL EDUCATION

* Hariharan.M
Research Scholar
** Dr Rajeshkumar.M
Assistant Professor, CER, Madurai Kamaraj University

ABSTRACT

Special Education Professional development is the continuous learning and support provided to teachers to equip them with skills on how to teach and help learners with special needs in their daily activities. Special education professional development focuses on addressing the unique needs of students in inclusive settings and provides educators with strategies to ensure student success. Teachers learn about common misconceptions surrounding inclusive settings and special education. Teachers also gain a deeper understanding of various disability classifications and the importance of providing appropriate accommodations and modifications to meet students' needs.Unlike regular professional development that covers a broad range of topics such as classroom management and pedagogical skills, special education professional development focuses on specific areas such as behaviour management techniques and understanding specific learning disabilities. As the field of special education continually evolves, special education teacher's must Stay current with emerging trends and engage in ongoing professional development. The present review aims to synthesize existing research on the professional Development of special education teachers. A search was conducted using the Web of Science and Scopus databases to locate relevant articles. In total, 63 articles satisfied the inclusion requirements for this review. We identified several important topics related to the professional development of special education teachers, including inclusive education, assistive technologies collaboration with other professionals, and instructional methods. The findings from this review have the potential to guide the design and implementation of tailored professional development programs and inform policy decisions related to the ongoing education of special education teachers.
Keywords: Professional Development, Assistive Technology, Professional Development

Introduction

Professional development (PD) is essential for individuals in all professions, including education. Teacher PD is essential to efforts to improve the school system (Borko, 2004). Despite the inherent challenges in defining PD due to its multifaceted nature, PD remains a critical component in enhancing students' educational outcomes and overall success (Sancar et al., 2021). As the educational landscape undergoes rapid transformations due to technological advancements and digitalization, teachers must swiftly adapt to these changing environments (Evans, 2014). Consequently, teachers need to engage in continuous learning and professional development to effectively support their students and address their diverse needs in an ever-evolving context. PD holds particular significance for the field of special education. Given the unique challenges and complexities associated with teaching students with diverse needs, it is essential that special education teachers engage in ongoing learning and skill enhancement. Apart from the typical responsibilities and functions of general educators, special educators must also be equipped to handle distinctive pedagogical requirements, behaviour management challenges, and specific content knowledge demands (Bettini et al., 2015).

Professional Development for Special Education

Professional development for special education refers to targeted learning opportunities designed specifically for special education teachers. These programs recognize the distinct needs and challenges faced by educators working with students with disabilities. In turn, they offer strategies and resources to support their professional growth. Special education teachers must make the most of professional development opportunities and stay up-to-date with the latest developments and acquire the necessary tools to meet the diverse needs of their students. Special education is a dynamic field constantly evolving with new research, interventions, and best practices. Participating in special education professional development programs offers numerous benefits. deeper understanding of the diverse range of disabilities and the specific challenges associated with each one. This knowledge enables to develop more targeted and effective instructional strategies. Special education professional development provides you with a platform to network, collaborate and share experiences with your peers. By learning from others, enhance your practices and promote a collective culture of continuous improvement. Professional development equips you with evidence-based practices, resources, and tools to create inclusive learning environments. It empowers to implement accommodations and modifications that support students' access to the curriculum and foster their overall development. Ultimately, special education professional development contributes to improved educational outcomes for students with disabilities.

Types of Special Education Professional Development

There are various special education professional development opportunities that cater to your needs as a teacher. This includes webinars, online workshops, professional learning communities (PLCs), online courses (MOOCs), educational blogs, and podcasts. By engaging in different types of professional development, you enhance your knowledge, expand your skill set, and stay informed about the latest research and practices in the field. Here are different types of special education professional development opportunities:

Webinars and Online Workshops

In today's digital era, webinars and online workshops are a convenient and accessible way for special education teachers to engage in professional development. Organizations like Simple K12, mycariad.org, and many more offer free webinars on various topics relevant to special education. These topics may include differentiated instruction, behavior management, assistive technology, and inclusive teaching practices. Webinars allow you to gain insights from experts, ask questions, and explore practical strategies that can be immediately implemented in your classrooms.

Professional Learning Communities (PLCs)

Joining the Professional Learning Community has immense value for special education teachers. PLCs bring together like-minded professionals interested in improving their teaching practice. You can find PLC communities locally, within school districts, or online through platforms like Twitter chats, Facebook groups, or specialized forums. PLCs offer opportunities for collaboration, sharing of resources and ideas, and peer support. By engaging in PLCs you tap into the collective wisdom of experienced educators. You can also access diverse perspectives and gain practical insights that enhance your teaching effectiveness.

Online Courses and MOOCs

Special professional development has been revolutionized by Massive Open Online Courses (MOOCs), providing flexible and accessible learning opportunities. Platforms like Coursera, edX, and Future Learn offer a wide range of online courses covering topics relevant to special education. While

some courses may have a cost associated with earning a certificate, many platforms allow you to audit the course and access the content for free. This flexibility enables you to learn at your own pace, acquire new skills, and stay updated on the latest research and best practices. Online courses often incorporate interactive activities, case studies, and discussions, providing a rich learning experience for special education teachers.

Educational Blogs and Podcasts

Blogs and podcasts serve as fantastic mediums for gathering insights, tips, and inspiration from experienced educators. Many special education professionals share their expertise through these platforms, providing valuable resources that can enhance teaching practices. Educational blogs offer a wealth of information, ranging from practical strategies to reflections on teaching experiences. Podcasts provide engaging discussions and interviews with experts in the field, allowing you to stay connected and learn from thought leaders. By exploring educational blogs and podcasts, special education teachers can gain fresh perspectives, discover innovative ideas, and access a wealth of resources to support their professional growth.

Other Special Education Professional Development Options

In addition to specialized areas of professional development, there are various options available for you to enhance your skills and knowledge in special education.

Other special education professional development options you can engage in include:

- ❖ **Joining professional organizations:** You can join organizations like the Council for Exceptional Children (CEC) or local special education associations. These organizations offer resources, conferences, webinars, and networking opportunities.

- ❖ **Resources for special education teachers:** Look for online platforms, websites, and journals that are dedicated to providing special education resources. The resources may include lesson plans, research articles, and best practices to support teachers in their professional growth.

- ❖ **Collaborating with other educators:** You can collaborate in activities with general education teachers, support staff, and other special education professionals. Collaboration fosters sharing ideas, strategies, and experiences, creating a supportive professional network.

- ❖ **Advocating for special education:** As a special education professional, you can advocate for policy changes, increased funding, and improved resources for students with special needs. Advocacy can be achieved by engaging in local and national advocacy efforts, attending legislative meetings, and sharing their expertise.

- ❖ **Learning about technology in special education:** You can use assistive technology, educational apps, adaptive devices, and online learning platforms. This can help you integrate technology effectively into your teaching practices.

Conclusion

The professional development of special educators is of paramount importance in ensuring quality education and inclusive practices for students with disabilities. Special educators play a crucial role in supporting the unique needs of these students and promoting their academic, social, and emotional development. Continuous professional development equips special educators with the necessary knowledge, skills, and strategies to effectively address the diverse needs of their students and create inclusive learning environments. First and foremost, professional development empowers special educators with updated knowledge and research-based practices. The field of special education is constantly evolving, with new research, methodologies, and interventions being developed. With continuous education, you stay

current with best practices, research-based strategies, and the evolving needs of students with special needs. You also improve your skills, expand your knowledge, and support your special education students better. Special education professional development opportunities help you acquire new strategies, learn from experts in the field, and gain fresh insights into effective teaching methods. It also demonstrates a commitment to professional growth and a dedication to better serving your students with special needs. Simple K12 can help you upgrade your career through special education professional development. Explore our professional development courses, workshops, conferences, and resources specifically designed to enhance your knowledge in special education. Get to learn at your own pace and advance your skills to work in a diverse classroom

References

Alkahtani, K. (2013). Teachers' knowledge and use of assistive technology for students with special educational needs. *Journal of Studies in Education*, *3*(2), 65-86.

Alsolami, A. S. (2022). Teachers of Special Education and Assistive Technology: Teachers' Perceptions of Knowledge, Competencies and Professional Development. *SAGE Open*, *12*(1),

Bettini, E., Kimerling, J., Park, Y., & Murphy, K. M. (2015). Responsibilities and Instructional

Blandul, V. C., & Bradea, A. (2017a). Developing psychopedagogical and methodical competences in special/inclusive education teachers. *Problems of Education min the 21st Century*, *75*(4), 335.

Blandul, V. C., & Bradea, A. (2017b). Developing psychopedagogical and methodical competences in special/inclusive education teachers. *Problems of Education in the 21st Century*, *75*(4), 335-344.

Time: Relationships Identified by Teachers in Self-Contained Classes for Students with Emotional and Behavioral Disabilities. *Preventing School Failure: Alternative Education for Children and Youth*, *59*(3), 121-128.

THE LEGAL RIGHTS OF STUDENTS WITH DISABILITIES: NATIONAL PERSPECTIVES

* *Jebasheela Jenifer. S*
Asst.Prof. of Physical Science
St.Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

India adopted its Constitution on January, 26, 1950. The constitution has taken care of all the issues and challenges emerged at that time and also has provisions for rectifications, additions and deletions whenever required for the benefit of its citizens. There are General legal provisions for almost all sections of the society and all the important aspects have been included in it and especially for the disabled. Indian Constitution is to ensure that all the Indian people are considered equal. They have rights to utilize all opportunities and to express themselves without fear and prejudices. Equality and Equity are key core values of Constitution. The paper dimensions of equality to ensure equal rights and opportunities for everyone particularly for disabled.
Keywords: *Disabled, Equality and Equity, Fundamental Rights*

Introduction

Meaningful transformation will not happen easily but we are on a path that offers real promise for building a better citizen. There are General legal provisions relating to the disabled lies Constitution, Education Laws, Health Laws Family Laws, Succession laws, Labour Laws, Judicial Procedures, Income Tax Laws and Various Acts.

The disabled and the constitution

The Constitution of India applies uniformly to every legal citizen of India, whether they are healthy or disabled in any way (physically or mentally).Under the Constitution the disabled have been guaranteed the following fundamental rights:

The Constitution secures to the citizens including the disabled, a right of justice, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and for the promotion of fraternity.

- ❖ Article 15(1) enjoins on the Government not to discriminate against any citizen of India (including disabled) on the ground of religion, race, caste, sex or place of birth.
- ❖ Article 15 (2) States that no citizen (including the disabled) shall be subjected to any disability, liability, restriction or condition on any of the above grounds in the matter of their access to shops, public restaurants, hotels and places of public entertainment or in the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of government funds or dedicated to the use of the general public. Women and children and those belonging to any socially and educationally backward classes or the Scheduled Castes & Tribes can be given the benefit of special laws or special provisions made by the State.
- ❖ There shall be equality of opportunity for all citizens (including the disabled) in matters relating to employment or appointment to any office under the State.
- ❖ No person including the disabled irrespective of his belonging can be treated as an untouchable. It would be an offence punishable in accordance with law as provided by Article 17 of the Constitution.

- ❖ Every person including the disabled has his life and liberty guaranteed under Article 21 of the Constitution.
- ❖ There can be no traffic in human beings (including the disabled), and beggar and other forms of forced labour is prohibited and the same is made punishable in accordance with law (Article 23).
- ❖ Article 24 prohibits employment of children (including the disabled) below the age of 14 years to work in any factory or mine or to be engaged in any other hazardous employment. Even a private contractor acting for the Government cannot engage children below 14 years of age in such employment.
- ❖ Article 25 guarantees to every citizen (including the disabled) the right to freedom of religion. Every disabled person (like the non-disabled) has the freedom of conscience to practice and propagate his religion subject to proper order, morality and health.
- ❖ No disabled person can be compelled to pay any taxes for the promotion and maintenance of any particular religion or religious group.
- ❖ No Disabled person will be deprived of the right to the language, script or culture which he has or to which he belongs.
- ❖ Every disabled person can move the Supreme Court of India to enforce his fundamental rights and the rights to move the Supreme Court is itself guaranteed by Article 32.
- ❖ No disabled person owning property (like the non-disabled) can be deprived of his property except by authority of law though right to property is not a fundamental right. Any unauthorized deprivation of property can be challenged by suit and for relief by way of damages.
- ❖ Every disabled person (like the non-disabled) on attainment of 18 years of age becomes eligible for inclusion of his name in the general electoral roll for the territorial constituency to which he belongs.
- ❖ Education Law for the Disabled
- ❖ The right to education is available to all citizens including the disabled. Article 29(2) of the Constitution provides that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on the ground of religion, race, caste or language.
- ❖ Article 45 of the Constitution directs the State to provide free and compulsory education for all children (including the disabled) until they attain the age of 14 years. No child can be denied admission into any education institution maintained by the State or receiving aid out of State funds on the ground of religion, race, casteor language.

Health Laws

- ❖ Article 47 of the constitution imposes on the Government a primary duty to raise the level of nutrition and standard of living of its people and make improvements in public health - particularly to bring about prohibition of the consumption of intoxicating drinks and drugs which are injurious to one's health except for medicinal purposes.
- ❖ The health laws of India have many provisions for the disabled. Some of the Acts which make provision for health of the citizens including the disabled may be seen in the Mental Health Act, 1987

Family Laws

Various laws relating to the marriage enacted by the Government for Different communities apply equally to the disabled. In most of these Acts it has been provided that the following circumstances will disable a person from undertaking a marriage. These are:

- ❖ Where either party is an idiot or lunatic,
- ❖ Where one party is unable to give a valid consent due to unsoundness of mind or is suffering from a mental disorder of such a kind and extent as to be unfit for 'marriage for procreation of children'
- ❖ Where the parties are within the degree of prohibited relationship or are sapindas of each other unless permitted by custom or usage.
- ❖ Where either party has a living spouse

The rights and duties of the parties to a marriage whether in respect of disabled or non-disabled persons are governed by the specific provisions contained in different marriage Acts, such as the Hindu Marriage Act, 1955, the Christian Marriage Act, 1872 and the Parsi Marriage and Divorce Act, 1935. Other marriage Acts which exist include; the Special Marriage Act, 1954 (for spouses of differing religions) and the Foreign Marriage Act, 1959 (for marriage outside India). The Child Marriage Restraint Act, 1929 as amended in 1978 to prevent the solemnization of child marriages also applies to the disabled. A Disabled person cannot act as a guardian of a minor under the Guardian and Wards Act, 1890 if the disability is of such a degree that one cannot act as a guardian of the minor. A similar position is taken by the Hindu Minority and Guardianship Act, 1956, as also under the Muslim Law

Succession Laws for the Disabled

Under the Hindu Succession Act, 1956 which applies to Hindus it has been specifically provided that physical disability or physical deformity would not disentitle a person from inheriting ancestral property. Similarly, in the Indian Succession Act, 1925 which applies in the case of intestate and testamentary succession, there is no provision which deprives the disabled from inheriting an ancestral property. The position with regard to Parsis and the Muslims is the same. In fact a disabled person can also dispose his property by writing a 'will' provided he understands the import and consequence of writing a will at the time when a will is written. For example, a person of unsound mind can make a Will during periods of sanity. Even blind persons or those who are deaf and dumb can make their Wills if they understand the import and consequence of doing it.

Labour Laws for the Disabled

The rights of the disabled have not been spelt out so well in the labour legislations but provisions which cater to the disabled in their relationship with the employer are contained in delegated legislations such as rules, regulations and standing orders.

Judicial procedures for the disabled

Under the Designs Act, 1911 which deals with the law relating to the protection of designs any person having jurisdiction in respect of the property of a disabled person (who is incapable of making any statement or doing anything required to be done under this Act) may be appointed by the Court under Section 74, to make such statement or do such thing in the name and on behalf of the person subject to the disability. The disability may be lunacy or other disability.

Income Tax Concessions

Relief for Handicapped

- ❖ **Section 80 DD:** Section 80 DD provides for a deduction in respect of the expenditure incurred by an individual or Hindu Undivided Family resident in India on the medical treatment (including nursing) training and rehabilitation etc. of handicapped dependants. For officiating the increased cost of such maintenance, the limit of the deduction has been raised from Rs.12000/- to Rs.20000/-.

❖ **Section 80 V:** A new section 80V has been introduced to ensure that the parent in whose hands income of a permanently disabled minor has been clubbed under Section 64, is allowed to claim a deduction upto Rs.20000/- in terms of Section 80 V.

❖ **Section 88B:** This section provides for an additional rebate from the net tax payable by a resident individual who has attained the age of 65 years. It has been amended to increase the rebate from 10% to 20% in the cases where the gross total income does not exceed Rs.75000/- (as against a limit of Rs.50000/- specified earlier).

Conclusion

Education has always remained a key area of concern for both nation builders and policy makers. While identifying different kinds of inequalities that exist in society, various thinkers and their ideologies have highlighted three main dimensions of equality namely: political, social and economic. When the Constitution of India was written and adopted, due weight age was given to ensure opportunities for education to all. Equality and equity were the core values behind all provisions.

References

Banks, J. (1993). The Canon Debate, Knowledge Construction, and Multicultural Education. *Educational Researcher,* 22 (5), 4-14.

Khilnani, S. (1999). *The Idea of India.* New York: Farrar, Straus and Giroux.

Khosla, M. (2012). *The Indian Constitution*. Oxford University Press, U.K.

MHRD (2020). *National Education Policy*, Government of India.

Naik, J. P. (1975). *Equality, Quality and Quantity: The Elusive Triangle in India*. New Delhi: Allied Publishes.

POLICY AND PRACTICES OF INCLUSIVE EDUCATION

*Dr Lavanya. V
Assistant Professor of Education
St.Ignatius College of Education (Autonomous),Palayamkottai.
**Dr Josephine.S
Director of Physical Education
St.Ignatius College of Education (Autonomous),Palayamkottai.

ABSTRACT

The Inclusive Education Policy is to ensure every student has access to an equitable and high-quality education that is culturally and linguistically responsive, accepting and respectful in supporting and valuing their learning and diverse abilities. All children have the right to learn together and deserve the best in life. They have the right to live in a world where they have hope and opportunity. They need special care and assistance without which they cannot fully develop their potential. To know the status of integrated education for children with special needs and the various support services required for children with special needs for their successful completion of education. The Inclusive Education Policy reflects the importance of the well-being of all students and the impact it has on their day to day live & achievements. They have structures, processes, and practices that are student-centered, appropriate, and collaborative in terms of every aspect. This paper focuses on the policies and practices of inclusive education in India.

Keywords: *Inclusive Education Policy, Human Rights, diverse learning*

Introduction

The Constitution of India ensures equality, freedom, justice and dignity of all individuals. The constitutional obligations of an equitable, inclusive, and plural society are guiding the Indian education system to be equitable and inclusive in nature. The National Education Policy, 2020 has a vision of transforming India by providing high-quality equitable and inclusive education to ensure that all students with diverse learning needs are able to thrive in the education system with equal learning opportunities in an inclusive environment to realize their full potentials. A social process whereby specific groups with shared needs living in a defined geographic area actively pursue identification of their needs, take decisions and establish mechanisms to meet these needs' (Ndekha, Hansen et al. 2003).The Universal Declaration of Human Rights (1948) states that all human beings are born free and equal in dignity and rights. On 13 December 2016, the United Nations (UN) adopted the Convention on the Rights of Persons with Disabilities to ensure that persons with disabilities enjoy or exercise all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field on an equal basis with others. The purpose of inclusion is to include everyone. Discrimination based on race, gender, or disability. As a result of eradicating prejudice and intolerance, this comes down to equal access and opportunity.

Inclusive Education

Inclusive education is a new approach to education that emphasizes access to education under one roof for traditionally excluded groups – especially children with and without disabilities and those who speak minority languages etc. Simply put, inclusive education can greatly help reduce discrimination against

children with disabilities and promote equality, access and rights to education and care. For that it is essential that schools try to include such learning methods in the curriculum.

In a country like India, the problems of disabled people and minorities are very complex. People's attitudes towards them are also very bad. The number of children with disabilities (CWD) enrolled in school in our country is decreasing significantly with each successive schooling. CWD rarely progresses beyond primary school, and only 9% complete secondary education. There are fewer girls with disabilities than boys in schools. The reason for all this is the lack of inclusive schools in our country. At present, due to the lack of inclusive schools children with special needs (CWSN) have no other option than the National Institute of Open Schooling (NIOS). Also children with special needs depend on special schools or child development centers.

In 1884, a Roman Catholic Mission opened the first school for the deaf in Mazagaon in the then Bombay Presidency. In 1893 the Calcutta Badhira-Muka Vidyalaya was established, and later in 1896 a school for the deaf came into existence at Palayamkota in South India. According to the Indian Disability Status 2003, the number of schools for children with special needs has been increasing over the years. According to data available with the Department of Education, there are more than 2000 special schools in India today. However, most of these schools cater to urban residents, neglecting many children with special needs from rural areas.

Major Objectives of Inclusive Education

❖ Identification of children with disabilities at the school level and assessment of her/his educational needs.

❖ Provision of aids and appliances, assistive devices, to the children with special needs as per requirement.

❖ Removal of architectural barriers in schools so that CWSN have access to classrooms, laboratories, libraries, play/recreational area and toilets in the school.

❖ Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counseling services and therapeutic services to children with special needs as per his/her requirement in convergence with line departments.

❖ General school teachers will be sensitized and trained to teach and involve children with special needs in the general classroom.

❖ For existing special educators, capacity building programs will be undertaken.

❖ CWSN will have access to support services through special educators, establishment of resource rooms, vocational education, therapeutic services and counseling etc

Various Initiatives on Inclusive Education

❖ In 1966, the Kothari Commission had highlighted the importance of educating children with disabilities in regular schools.

❖ In 1974, the Government of India launched the Integrated Education for Handicapped Children (IEDC) programme, which was the first formal step towards inclusion. Sponsored by the central government, the scheme aims to provide educational opportunities to children with special needs in regular schools and is expected to facilitate their attainment and retention.

❖ Inclusive Education for CWSN has been one of the major interventions of the erstwhile Sarva Shiksha Abhiyan (SSA) RTE and RMSA schemes. It supports student-oriented activities, including

identification and assessment of CWSN, aids, appliances, corrective surgeries, braille books, large print books, uniforms, and therapeutic services.

Policy and programs for inclusive education in India

The National Education Policy (NEP), 2020 emphasizes that, "Education is the single greatest tool for achieving social justice and equality" which has implications for development of an inclusive community and society at large. To translate policy to practice, educational barriers, facilities and services for Children with Special Needs (CwSN) must be addressed. The NEP has infused the aspects of disability inclusion throughout the policy document with a dedicated chapter on equitable and inclusive education, focusing on issues, challenges and recommendations for bridging the gaps reducing the disparities in access and participation of all learners. The issues and recommendations for inclusion of underrepresented students groups including children with disabilities has been subsumed in the policy and covered under the SEDGs i.e. Socio-Economically Disadvantaged Groups (SEDGs) which is an umbrella term covering gender identities, socio-cultural and socio-economic identities, geographical identities as well as disabilities.

The Policy advocates the provisions for CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016. Inclusive education broadly encompasses the teaching-learning environment which is welcoming and supports all learners regardless of learning styles, abilities and disabilities. The policy recommends inclusion and equal participation of CwSN across all stages of school education and to that end, endorses a whole school approach to inclusion such as resourcing school complexes and resource centres, engagement of special educators, capacity building of teachers & special educators, teaching-learning materials and co-curricular activities such as arts, sports and vocational education etc., thus equipping all learners with 21st century skills. As per UDISE + 2021-22, there are about 22,66,794 children with special needs (CWSN) students enrolled from pre-primary to class XII.

The Centrally sponsored scheme of Samagra Shiksha, is an integrated scheme of the Ministry of Education for school education catering from pre-primary to senior secondary classes. The scheme aims to universalize access to school education and supports all States and UTs in implementing the recommendations of the NEP. Ensuring equity and inclusion at all levels of school education is one of the major objectives of the scheme. One of the interventions is inclusive education for children with special needs. Under this component, various provisions are made available for the educational needs of CwSN, several activities are covered such as block level assessment camps for disability identification, support for orientation and awareness programs, therapeutic services, sports events and capacity building programs for special educators etc. Further, student specific support is also provided through allowances for escorts, transportation & scribes, aids & appliances, teaching-learning materials and stipend for girls with special needs. Support has also been made available for strengthening of Block resource centres with equipment and TLMs for individualized learning support of CwSN. Further, the scheme also supports provision for building of ramps with handrails and CWSN toilets in schools.

The Ministry of Education is facilitating inclusive quality school education for children with special needs through various ventures and initiatives. Dedicated efforts for student learning support have been undertaken by NCERT such as ePathshala portal and mobile app platform to provide free access to the NCERT books and e-content for students, teachers and parents. NCERT textbooks are also available in

audio format. Supplementary reading material has also been developed by NCERT. To develop the reading skills in children during the early schooling years, the Barkhaa Series- "a reading series for all" supplementary graded reading material consisting of forty stories has been formulated by NCERT Further, the comic book, 'Priya- The Accessibility Warrior' has been created for awareness generation on aspects of accessibility. The key message of the book is "Everyone Needs Accessibility, Accessibility Helps Everyone" . The comic book is available with Indian Sign Language (ISL) explanatory videos. In addition, exploring the world of ISL, a collection of daily use terms in ISL has been developed . More than 935 textbook videos, prepared by CIET, NCERT are available on DIKSHA portal along with 10,500 words ISL dictionary.

The CIET, NCERT has developed the PRASHAST- Pre Assessment Holistic Screening Tool booklet and mobile app covering disabilities as per the RPwD Act, 2016. This facilitates early screening for disabilities at school level, leading to certification of children with disabilities. Presently, 4.81 lakh + users have registered on the mobile app. For supporting evaluation based on needs and abilities of children with special needs, CBSE has introduced exam reforms by extending exemptions/concessions such as scribe facility, compensatory time, flexible subject choices, alternate questions/question paper etc. to candidates with disabilities as defined in the Rights of Persons with Disabilities Act, 2016. Furthermore, several handbooks for teachers on inclusive education are available, including guidelines for developing e-content for CwSN, under the PM e-Vidya initiative along with over 600 special sessions on teaching-learning interventions for inclusive classrooms.

Disabilities impact access to opportunities for learning and achievement of a learner's full potential. It is therefore imperative to design a flexible education system that caters to the individual needs and abilities of CwSN. Equitable, inclusive and quality education identifies and attempts to eliminate barriers, promotes a sense of belonging lays the foundation for success ad better learning outcomes for all learners.

Promoting Inclusive Education in the Foundational Years

Barkha: A Reading Series for 'All'. The department has developed **Barkha: A Reading Series for 'All' a**s an exemplary, inclusive learning material in the form of a supplementary early reading series. This reading series is available in print and digital formats. Its design is based on the principles of inclusion and the concept of Universal Design for Learning (UDL). Barkha: A Reading Series for 'All' is exemplary in demonstrating how the principles of UDL can guide the design of inclusive features like tactile and high resolution visuals, text in accessible scripts etc. This exemplar provides a direction and initial guidelines for developing similarly accessible material in the form of textbooks and other learning resources for all school stages.

In tandem with the Digital India Campaign, the department has also developed a digital version of **Barkha: A Reading Series for 'All'.** This digital version retains all the inclusive features of the print version and is unique in its functionality because it allows for greater flexibility and has greater scope of appealing to all. Children can access all 40 story booklets through a single device. This also gives them space to revisit any book whenever and wherever they like. The privacy that is afforded by being able to read on one's own computer or tablet allows one to read comfortably and at one's own pace therefore promoting reading in a non-threatening environment with meaning and pleasure. An introduction to each

story is available in audio-video format both in sign and regular language forms. It helps to introduce sign language as a regular form of communication at an early age to all children in an inclusive setting.

Conclusion

The Policy on Inclusive Education sets out vision, goal, objectives and strategies for education for persons with special needs, which is the roadmap for them to receive education and gain knowledge, skills and attitude to become skilled citizens so that they are able to improve their livelihoods and contribute to social development. The successful implementation of the policy requires human, financial and material resources, which are indispensable factors.

References

Baughan, E., & Fiori, J. (2015). Save the Children, the humanitarian project, and the politics of solidarity: reviving Dorothy Buxtons vision. *Disasters*, 39(2), 129-145.

Bronfenbrenner, U. (1976). The experimental ecology of education. *Teachers College Record*, 78(2), 1-37.

Devas, N., & Grant, U. (2003). Local government decision-making-citizen participation and local accountability: some evidence from Kenya and Uganda. Public Administration and Development: The *International Journal of Management Research and Practice*, 23(4), 307-316.

Hamdan Said, I. A., Tahir, L., Ahmad, R., & Hassan, Z. (2013). Effect of community participation on school community relations. *Middle-East Journal of Scientific Research*, 16(3), 378-382.

Kumar, M. (2019). Community participation in school education. *International Journal of Science and Research*, 10(1), 1245-1246.

Ndekha, A., Hansen, E. H., Mølgaard, P., Woelk, G., & Furu, P. (2003). Community participation as an interactive learning process: experiences from a schistosomiasis control project in Zimbabwe. *Acta tropica*, 85(3), 325-338.

Skarbrevik, K.J. (2005). The quality of special education for students with special needs in ordinary classes. *European Journal of Special Needs Education*,20(4),387-401.

https://www.collinsdictionary.com/dictionary/english/community-participation

https://educationtoday.org.in/2023/01/03/inclusive-education-in-india/

https://dsel.education.gov.in/sites/default/files/guidelines/NGIFEIE_dosel.pdf

https://dsel.education.gov.in/inclusive-education

https://education-profiles.org/sites/default/files/2020-03/IE-Policy_Eng_02_07_2018.pdf

EXPLORE PRACTICAL APPROACHES TO PROMOTING INCLUSIVE CLASSROOMS FOR CHILDREN WITH DISABILITIES

*Ramya.M

Lecturer, Department of Special Education, NIEPMD, Chennai

ABSTRACT

This comprehensive review paper examines into practical strategies aimed at explores inclusive classrooms for children with disabilities Drawing from an extensive review of literature, the paper analyzes diverse strategies employed in teacher training, co-teaching models, inclusive classroom accessibility, parental experiences, faculty conceptions, and peer interactions. The synthesis provides a holistic understanding of the challenges and opportunities in inclusive education, offering valuable insights for future research and policy development.

Keywords: *Inclusive education, Children with disabilities, Inclusive classroom.*

Introduction

Inclusive education stands as a cornerstone for promotion a learning environment that embraces diversity, ensuring that every child, irrespective of their abilities or disabilities, has the opportunity to thrive. In the context of children with disabilities, the call for inclusive classrooms is not merely an aspiration but a fundamental necessity to promote equal access, participation, and academic success. The aim of this exploration is to delve into practical approaches that contribute to the creation and sustenance of inclusive classrooms, where children with disabilities are not only accommodated but are actively engaged and supported in their educational journey.

As we embark on this exploration, it is crucial to recognize the multifaceted nature of inclusive education. It goes beyond physical accommodations and extends to fostering a culture of acceptance, understanding, and collaboration among students, educators, and the broader school community. This exploration will scrutinize key objectives, each designed to address specific facets of inclusive education, including the creation of a supportive atmosphere, adaptation of instructional strategies, implementation of personalized education plans, and the integration of technology. By understanding and implementing these objectives, educational institutions can strive towards establishing inclusive classrooms that cater to the unique needs of every child. This paper review explore practical approaches to promoting inclusive classrooms for children with disabilities

Objectives

- Assess existing inclusive classroom strategies to determine their effectiveness in meeting the diverse needs of children with disabilities.
- Observe the impact and outcomes of teacher training programs aimed at enhancing skills in inclusive education for children with disabilities.
- Review and evaluate the implementation of physical accessibility measures within inclusive classrooms to identify areas for improvement.
- Investigate the extent to which educators have embraced and integrated inclusive teaching methods in their classrooms.
- Analyze the effectiveness of programs designed to promote peer interactions and social inclusion among children with and without disabilities in inclusive setting

Purpose of study

The purpose of this study is to comprehensively examine and synthesize existing literature, identifying effective strategies, challenges, and gaps in promoting inclusive classrooms for children with disabilities. The aim is to provide valuable insights for educators, policymakers, and researchers, contributing to the advancement of inclusive education practices and fostering an environment conducive to the holistic development of children with disabilities.

Review of literature

Teacher Training and Cumulative Knowledge-building: Walton and Rusznyak (2019): emphasize the crucial role of inclusive education in initial teacher training, addressing a pervasive theory-practice gap. Their proposal for cumulative knowledge-building, guided by Legitimation Code Theory, advocates for a structured interplay between theory and practice. The review underscores the necessity for integrated teacher education approaches to bridge the gap effectively.

Dialogic Learning in Science Education: Reynaga-Pena, C. et.al. (2018).This review delves into a teacher training strategy focusing on dialogic learning in inclusive science education. The transformative shifts observed in teaching practices highlight the efficacy of self-awareness. The recommendation for global integration into training and in-service programs contributes valuable insights to transformative teaching approaches in inclusive education.

Co-teaching Models in Inclusive Education: La Trobe.et. al. (2021). University's systematic review scrutinizes co-teaching models in inclusive education for students with disabilities. Acknowledging the benefits of co-teaching, the review highlights challenges in comparing effectiveness due to study heterogeneity. Emphasizing limited research quantity and quality, it calls for increased attention to classroom dynamics to enhance positive outcomes.

Inclusive Classroom Accessibility in Rwandan Education: Mugiraneza, Mnyanyi, and Andala's(2022) study investigates the impact of inclusive classroom accessibility on competences in Rwandan basic education, utilizing mixed methods. Positive feedback underscores the pivotal role of ICT and practical exercises in fostering student skills, providing valuable insights into Rwanda's inclusive education landscape.

Parental Experiences in Lagos: Brydges and Mkandawire's (2020) study in Lagos explores parental experiences with children having disabilities, revealing mixed feelings about inclusive education efficacy.

The paper underscores challenges in implementing inclusive education policies in resource-constrained and culturally diverse settings, emphasizing the need for nuanced approaches.

Transformative Faculty Conceptions: Carballo, Morgado, and Cortés-Vega's (2018) study investigates the transformative impact of a training program on faculty conceptions of disability and inclusive education. Using qualitative methods, the research highlights improved knowledge among participants, emphasizing the significance and benefits of inclusive education training for faculty.

SWING Project in North Africa: Rafael Carballo, et al. (2019)The SWING project explores equal access to higher education for students with disabilities in North Africa, utilizing assistive technology. The study highlights technology as a mediator of change, addressing the invisibility of students with disabilities and contributing to the inclusive education discourse.

scrutinizing the 'Inclusive Curriculum': Stentiford and Koutsouris (2018) scrutinize the 'inclusive curriculum' in higher education, revealing a prevalent 'technicist' understanding centered on learning effectiveness. The study questions the basis for promoting strategies and emphasizes the overlooked disciplinary context in understanding inclusion.

Cumulative Knowledge-building in Initial Teacher Education: Walton and Rusznyak (2022) underscore the necessity of cumulative knowledge-building in inclusive education for initial teacher education. Advocating for a conceptual framework using Legitimation Code Theory, the study emphasizes a structured interplay and suggests assessment approaches supporting knowledge-building in inclusive teaching competence.

Disability Studies in Aotearoa New Zealand: Morton, McIlroy, Macarthur (2021) paper explores Disability Studies in inclusive teacher education in Aotearoa New Zealand. The study exposes gaps in theory and practice, providing spaces for reflection and potential changes in educational contexts. The authors contribute valuable insights from their work, particularly in Narrative Assessment, contributing to ongoing developments in curriculum, pedagogy, and assessment for inclusive teacher education.

Findings

➢ Inclusive teacher training recognizes a crucial need, emphasizing essential skills and proposing cumulative knowledge-building to address the theory-practice gap.

➢ Dialogic learning strategies, particularly in science education, bring about transformative shifts, advocating self-awareness and global integration into training programs for inclusive teaching approaches.

➢ Co-teaching models in inclusive education demonstrate benefits, yet challenges arise in comparing effectiveness, and there is a predominant U.S. focus with diverse methodologies.

➢ Inclusive classroom accessibility in Rwandan basic education positively impacts competences, highlighting the significance of ICT and practical exercises in fostering student skills.

➢ Parental experiences in Lagos reveal mixed feelings about inclusive education efficacy, emphasizing challenges in resource-constrained and culturally diverse settings with varying perspectives due to state limitations.

Recommendations

➢ Continuous Professional Development: Implement regular and ongoing professional development programs for educators to enhance their understanding of inclusive education strategies and keep them abreast of evolving best practices.

➢ Strengthen Collaboration: Foster increased collaboration among educators, parents, and support staff to create a cohesive support system for children with disabilities, ensuring that their needs are addressed comprehensively.

➢ Advocate for Policy Changes: Engage with educational policymakers to advocate for inclusive education policies that not only mandate accommodations but also promote a culture of inclusion within schools.

➢ Community Engagement: Establish partnerships with local communities and organizations to create a broader support network, thereby enhancing the inclusivity of the educational environment beyond the school walls.

➢ Regular Assessment and Adaptation: Implement a systematic process for regularly assessing the effectiveness of inclusive practices and adapting strategies to meet the evolving needs of children with disabilities.

Conclusion

The findings highlights the multidimensional nature of promoting inclusive classrooms. While progress has been made, ongoing efforts are imperative to address challenges, promote awareness, and foster a more inclusive educational landscape for children with disabilities. The collective insights contribute to a comprehensive understanding of practical approaches and lay the groundwork for future advancements in inclusive education.

References

Brydges,C., & Mkandawire,P.(2018).Perceptions and experiences of inclusive education among parents of children with disabilities in Lagos, Nigeria, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2018.1480669

Iacono, T., Landry, O., Garcia-Melgar, A., Spong, J., Hyett, N., Bagley, K., & McKinstry, C. (2021). A systematized review of co-teaching efficacy in enhancing inclusive education for students with disability. *International Journal of Inclusive Education*, 1–15. doi:10.1080/13603116.2021.1900423

Mugiraneza, F., Mnyanyi, C. B. F. & Andala, H. O. (2022). Accessibility of Inclusive Classrooms and Competences of Students with Special Educational Needs in Basic Education Classrooms in Rwanda. *Journal of Education*, 5(1), 43-60. https://doi.org/10.53819/81018102t4040

Rasmitadila, R., Rachmadtullah, R., Samsudin, A., Tambunan, A., Khairas, E., & Nurtanto, M. (2020). The Benefits of Implementation of an Instructional Strategy Model Based on the Brain's Natural Learning Systems in Inclusive Classrooms in Higher Education. *International Journal of Emerging Technologies in Learning (IJET),* 15(18), 53-72.

Stentiford,L., & Koutsouris,G.(2022). Critically considering the 'inclusive curriculum' in higher education, *British Journal of Sociology of Education*, 43(8), 1250-1272, DOI: 10.1080/01425692.2022.2122937

Walton,E., & Rusznyak,L. (2019). Cumulative knowledge-building for inclusive education in initial teacher education, *European Journal of Teacher Education*, DOI: 10.1080/02619768.2019.1686480

ASSESSMENT PRACTICES FOR INCLUSIVE EDUCATION: POTENTIALS AND CONSTRAINTS IN THE INDIAN CONTEXT

*Rawoofu Nisha .J

Assistant Professor of Perspectives in Education

St. Ignatius College of Education (Autonomous),Palayamkottai

ABSTRACT

This article examines the potentials and constraints of assessment practices for inclusive education, with a focus on the Indian context. It defines the key terms and concepts of inclusive education, and provides the background and context of inclusive education in India and globally. It reviews the different types of assessment practices, such as formative, summative, diagnostic, and alternative assessments, and their benefits and limitations for inclusive education. The article analyzes the relevant assessment frameworks, such as the National Education Policy 2020, the National Curriculum Framework 2023, and the Sustainable Development Goals 2030, and their recommendations and implications for inclusive education. It proposes some effective and innovative assessment strategies for inclusive education, such as differentiated assessment, portfolio assessment, peer assessment, self-assessment, and technology-based assessment, and illustrates some examples and evidence of their outcomes and impact. The article also provides some suggestions and recommendations for future research and practice.

Keywords*: Assessment, Inclusive Education, India, Policy, Framework, Strategy.*

Introduction

Inclusive education is the process of ensuring equal and quality education for all learners, regardless of their differences (UNESCO, 2020; UN, 2015). It is based on human rights, social justice, and equity, and values diversity and potential. It is also a key component of the 2030 Agenda for Sustainable Development, which aims to ensure education and lifelong learning for all by 2030. However, inclusive education is challenging, as it requires a systemic and holistic transformation of the education system, including its policies, curricula, pedagogies, and assessments.

Assessment is crucial for inclusive education, as it provides information and feedback on the learning progress and outcomes of learners, and informs the improvement of teaching and learning practices. Assessment also affects the motivation, self-esteem, and well-being of learners, as well as their access to further education and career opportunities. Therefore, assessment practices for inclusive education need to be fair, valid, reliable, and relevant, and reflect the diversity and complexity of learners and learning contexts. The aim of this article is to explore the challenges and opportunities of assessment practices for inclusive education, with a focus on the Indian context.

The objectives of the article are to:

➤ Explain the principles and benefits of inclusive education, and describe the current status and trends of inclusive education in India and globally.

➤ Discuss the different types of assessment practices, and their benefits and limitations for inclusive education.

➤ Analyze the relevant assessment frameworks, such as the National Education Policy 2020, the National Curriculum Framework 2023, and the Sustainable Development Goals, and their recommendations and implications for inclusive education.

➢ Suggest some effective and innovative assessment strategies for inclusive education, and provide some examples and evidence of their outcomes and impact.

Inclusive Education in India

According to various reports and surveys like the Global Education Monitoring Report 2020, Annual Status of Education Report 2018, and National Achievement Survey 2017, there are many gaps and disparities in the quality and equity of education in India, as well as significant variations in the learning outcomes of students across different regions and groups. Inclusive education in India faces significant challenges, including:

➢ **Inequalities and disparities in access to quality education:** Millions of children from disadvantaged and marginalized groups are still out of school or not learning effectively.

➢ **Variance in learning outcomes**: The National Achievement Survey shows significant variations in student performance across states, districts, schools, and social groups.

➢ **Diversity and complexity of learners**: With a large and diverse population of learners, there's a need to cater to their varied needs, abilities, and aspirations.

➢ **One-size-fits-all approach:** The current education system often adopts a standardized approach, which doesn't address the individual learning needs of all students.

➢ **Lack of differentiated instruction:** There's a need for differentiated instruction that tailors teaching methods and support to the individual needs of each learner.

To address these challenges, India needs a paradigm shift in its education system, moving from a one-size-fits-all approach to a learner-centered and differentiated approach that recognizes and respects the diversity of learners and learning contexts. This will ensure that all students have access to inclusive and relevant learning opportunities that support their diverse needs and potentials.

Assessment Practices

Assessment plays a crucial role in inclusive education by providing insights into learners' progress, informing teaching methods, and influencing their motivation and well-being. Different assessment types serve distinct purposes and have varying implications for inclusive education:

Formative Assessment: Ongoing evaluation of learning to provide feedback and improve teaching and learning. Beneficial for inclusive education by identifying strengths and needs, monitoring progress, providing timely feedback, personalizing instruction, and fostering self-regulation.

Summative Assessment: Periodic evaluation of learning outcomes at the end of a unit, term, or year. Useful for inclusive education by determining achievement, certifying learning, comparing performance, informing curriculum and policy, and ensuring accountability.

Diagnostic Assessment: Targeted evaluation of learning difficulties to provide appropriate interventions. Helpful for inclusive education by detecting and preventing learning difficulties, providing individualized support, referring to professionals, and monitoring interventions.

Alternative Assessment: Flexible assessment using methods beyond traditional tests and exams. Advantageous for inclusive education by assessing multiple abilities, providing opportunities for authentic demonstration of learning, fostering creativity, and recognizing diverse achievements.

Each assessment type has potential limitations for inclusive education:

Formative Assessment: Consistency and reliability across teachers and schools, time and effort requirements.

Summative Assessment: Fairness and validity for all learners, pressure and anxiety for learners and teachers.

Diagnostic Assessment: Accuracy and comprehensiveness, stigmatization and labeling of learners.

Alternative Assessment: Alignment with curriculum and system, practical and logistical challenges.

Effective assessment practices for inclusive education should:

Consider the strengths and weaknesses of each assessment type.

Balance the needs and expectations of learners, teachers, parents, schools, and society.

- ➢ Align with curriculum and pedagogy.
- ➢ Be supported by policy and resources.
- ➢ Ensure coherence and quality of the education system.

Assessment Frameworks

Assessment Frameworks	Implications and Recommendations for Inclusive Education
National Education Policy 2020	Emphasizes the importance of inclusive education and proposes a shift to a low-stakes and competency-based assessment system.
National Curriculum Framework 2023	Provides guidelines for the design and implementation of inclusive assessment practices.
Sustainable Development Goals 2030	Sets the global agenda for inclusive education and emphasizes the need for inclusive assessment practices.

The *National Education Policy 2020* is the latest and most comprehensive policy document for education in India. It emphasizes the importance of inclusive education and proposes a major shift in the assessment system. The new system will be low-stakes and competency-based, and will focus on the development of core capacities and 21st century skills.

The *National Curriculum Framework 2023* provides guidelines for the design and implementation of inclusive assessment practices. These guidelines are based on the principles of universal design for learning (UDL). UDL is a framework for creating learning environments that are accessible to all learners, regardless of their abilities or disabilities.

The *Sustainable Development Goals 2030* set the global agenda for inclusive education. Goal 4 of the SDGs is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Target 4.1 of Goal 4 is to "by 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education, leading to relevant and effective learning outcomes.

These three frameworks provide a comprehensive set of guidelines and recommendations for the development and implementation of inclusive assessment practices. By following these guidelines, educators can create assessment systems that are fair, equitable, and accessible to all learners.

Here are some of the key reforms and initiatives for the assessment system that are proposed by the National Education Policy 2020:

➢ *Introducing a National Assessment Centre (PARAKH)* to set the norms and standards for student assessment and evaluation, and to monitor and improve the quality and effectiveness of the assessment system.

➢ *Implementing a 360-degree holistic progress card* for students, that will include self-assessment, peer assessment, and teacher assessment, and that will reflect the academic, co-curricular, and socio-emotional development of students, as well as their feedback and suggestions for improvement.

➢ *Conducting the National Achievement Survey (NAS) and the State Achievement Survey (SAS)* periodically and scientifically, to measure the learning outcomes of students at different stages and levels of education, and to provide diagnostic and remedial feedback to schools and teachers.

➢ *Reforming the board exams*, to reduce the stress and anxiety of students, and to test their conceptual understanding and application, rather than their memorization and reproduction. The policy also recommends that students be allowed to take the board exams twice in a year, and that the best score be considered for admission purposes.

➢ *Introducing a National Testing Agency (NTA)* to conduct a common aptitude test and specialized subject tests for admission to higher education institutions, and to reduce the reliance on multiple and disparate entrance exams.

These reforms and initiatives are designed to create a more fair, equitable, and accessible assessment system for all learners.

Assessment Strategies

There are various assessment strategies that can be used to implement the assessment practices and frameworks for inclusive education, and to ensure the quality and equity of the assessment system. Some of the effective and innovative assessment strategies for inclusive education are:

➢ *Differentiated assessment:* Adapts methods and tools to suit diverse learners, providing multiple options to demonstrate learning.

➢ *Portfolio assessment:* Documents and showcases learners' work over time, reflecting holistic learning and growth.

➢ *Peer assessment:* Involves learners in evaluating their peers' work, fostering collaboration and critical thinking.

➢ *Self-assessment:* Empowers learners to assess their own work, promoting self-awareness and motivation.

➢ *Technology-based assessment:* Leverages technology to enhance efficiency, accessibility, and innovation in assessment.

Each strategy has its advantages for inclusive education:

➢ *Differentiated assessment*: Accommodates diverse needs and learning styles, reducing assessment anxiety.

➢ *Portfolio assessment:* Captures authentic learning and development, promoting self-regulation and metacognition.

➢ *Peer assessment*: Enhances social learning, communication, and responsibility for learning.

➢ *Self-assessment:* Fosters personal learning, self-awareness, and motivation.

➢ *Technology-based assessment:* Improves efficiency, accessibility, and data quality, enabling innovative assessment methods.

Conclusion

Assessment plays a vital role in inclusive education by providing insights into learners' progress, informing teaching methods, and influencing their motivation and well-being. Effective assessment practices should be fair, valid, reliable, and relevant, and should reflect the diversity of learners and learning contexts. To further enhance inclusive assessment, the following recommendations are proposed:

- Conduct more research and evaluation: Gather evidence to demonstrate the effectiveness of assessment strategies and practices in inclusive education, and share findings with educators and stakeholders.
- Develop capacity and resources: Provide teachers and schools with the necessary skills, training, and support to implement inclusive assessment effectively.
- Engage learners and parents: Involve learners and parents in the assessment process, ensuring their participation and feedback to improve the assessment system.
- Align and integrate frameworks: Ensure consistency and coherence in assessment practices and frameworks across different levels, from national to international.

References

ASER Centre. (2019). *Annual status of education report (rural)* 2018. New Delhi: ASER Centre.

Census of India. (2011). *Census data 2011*. New Delhi: Office of the Registrar General & Census Commissioner, India.

Ministry of Education. (2019). *Unified district information system for education (UDISE)* 2018-19. New Delhi: Ministry of Education.

Neill, G. (2011). *A practitioner's guide to choice of assessment methods within a module*. UCD Teaching and Learning Resources.

Schuelka, M. J., & Carrington, S. (2022). *Researching educational assessment and inclusive education: International perspectives*. Springer Nature.

UN. (2015). *Transforming our world: The 2030 agenda for sustainable development.* New York: UN.

UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education: All means all.* Paris: UNESCO.

https://www.iwnsvg.com/2015/11/19/thats-right-jomo-thomas/

ROLE OF POLICIES AND PROGRAMMES IN THE EDUCATION OF DISABLED CHILDREN

*Dr JohncyRose. P
Librarian
St. Ignatius College of Education (Autonomous),Palayamkottai

ABSTRACT

The present paper analyses the emergence of inclusive education of disabled children in India in terms of the governmental policies and programmes that have been suggested as well as implemented. In the recent years, society has perceived and intends to bring about positive changes in education for the persons with disabilities. The fundamental assumption of inclusive education is that majority of persons with disabilities can lead a satisfactory life, if they are helped to have equal opportunities, access to education, rehabilitated measures and supportive attitude. The Constitution of India inherently ensures equality, freedom, justice and dignity on individuals and implicitly inclusive society including all persons with disabilities. The paper discusses Sarva Shiksha Abhiyan (SAA) under which all children between 6-18 years are to receive free education and New Education Policy (NEP) 2020 which focusses on inclusion of rural, disabled and the poor children.

Keywords: Inclusive Education, Sarva Shiksha Abhiyan, New Education Policy.

Introduction

"Disabled Children are equally entitled to an exciting and brilliant future"-**Nelson Mandela**

Education is the corner stone in the development of potentialities of children, more so of children with special needs, or those categorized as exceptional children. Over the years, several policies and programmes have been undertaken on Inclusive Education in our country. But still, disparities continued. About one third of the worlds disabled population are children. It has been estimated that about 140 million disabled children are there in the world. The primary task of education for the disabled child is to prepare him for adjustment to a social-cultural environment designed to meet the needs of the normal. From the first enactment of the Constitution of India till the New Education Policy 2020 (NEP) has been the example of the Government's seriousness on the issue. Several rehabilitation measures have been taken by the State and the Central Government as policies to meet the needs of the disabled children.

Education Law for the Disabled

The Constitution of India is the highest law of the land. It guaranteed the citizens Fundamental rights. It created the right to education as the fundamental rights of every citizen including the disabled. The right to education is available to all citizens including the disabled. Article 29(2) of the Constitution provides that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on the ground of religion, race, caste or language. Article 45 of the Constitution directs the State to provide free and compulsory education for all children (including the

disabled) until they attain the age of 14 years. No child can be denied admission into any education institution maintained by the State or receiving aid out of State funds on the ground of religion, race, caste or language.

Kothari Education Commission (1964-66)

Kothari Education Commission was created because the Government of India wanted to create a plan of action to improve the Education System in our country. It emphasised the need for the development of an effective education programme for the people with disability, to ensure the equalization of educational opportunities.

The Integrated Education of Disabled Children(IEDC),1974

The Ministry of Welfare of Government of India launched the Integrated Education of Disabled Children Scheme (IEDC) in 1974 with a vision of integrating children with special needs with the mainstream school system. The programme provided financial support for books, school uniforms, transportation, special equipment and aids etc.to the children with disability. This school based approach in the implementation of integrated education was carried out with the support and funding of UNICEF.

National Draft Plan

The General Assembly of the United Nations proclaimed 1981 as International Year for Disabled Persons in their Resolution No. 31/123 dated 16 December 1976. The United Nations General Assembly set forth the following objectives:

➢ Helping disabled persons in their physical and psychological adjustments to society.
➢ Promoting all national and international efforts to provide disabled persons with proper assistance, training, care and guidance, to make available opportunities for suitable work and to ensure their full integration in society.
➢ Encouraging study and research projects designed to facilitate the practical participation of disabled persons in daily life, e.g. by improving their access to public buildings and transportation systems.
➢ Educating and informing the public about the rights of disabled persons to participate in and contribute to various aspects of Economic, Social and Political Life.

National Policy on Education(NPE), 1986

The National Policy on Education 1986 stresses that the children with mild disabilities should be permitted to get education in the regular school whereas the children with moderate to severe disabilities should continue to get education in the special schools. It also stresses that the pre-service teacher training for all mainstream education teachers should include a compulsory special education component.

Project Integrated Education for Disabled (PIED),1987

Project Integrated Education for Disabled (PIED) was formulated to meet the special needs of children with physical and intellectual disabilities on the one hand, and make it responsible to educational needs of

all children, on the other. It was a joint venture of MHRD and UNICEF.The project was launched in the states of Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan and Tamil Nadu in the last quarter of 1987.The objectives of this project are to prepare the general educational system in demonstration sites to achieve the goal of education for all children with including those with disabilities, to develop an attitude of acceptance for children with special needs in the classroom and to improve achievement of children including children with special needs in the **demonstration sites.**

Programme of Action (POA),1992

The Programme of Action,1992 (POA) developed to implement the NPE 1986, broadens the 1986 definition of who should be included in mainstream schooling. It says that, the children with mild disability alone be admitted in regular school. Those with severe disabilities should be mainstreamed only after they acquire basic living skills, which would be learned in special schools.

Rehabilitation Council of India (RCI) Act, 1992

Rehabilitation Council of India (RCI) was founded by an Act of Indian Parliament in 1992 and was amended during the year 2000.RCI Act enforced for regulating the training of rehabilitation professionals and the maintenance of a Central Rehabilitation Register. This act is important because it establishes that only trained teachers with a license alone could be employed as special teachers. Teachers without license could face imprisonment for a year and be fined Rs.1000.

The Persons with Disabilities (PWD) Act, 1995

"The Persons with Disabilities Act, 1995" had come into enforcement on February 7, 1996. It is a significant step which ensures equal opportunities for the people with disabilities and their full participation in the nation building. The Act provides for both the preventive and promotional aspects of rehabilitation like education, employment and vocational training, reservation, research and manpower development, creation of barrier- free environment, rehabilitation of persons with disability, unemployment allowance for the disabled, special insurance scheme for the disabled employees and establishment of homes for persons with severe disability etc.

District Primary Education Programme (DPEP),1997

In order to expand educational opportunities for children with disabilities, the Central Government, in its Five- Year Plan (1997-2002), set aside 1,000 million rupees specifically for the provision of integrated education. The government of India started collaborating with the UN and World Bank to put the 'People with Disabilities Act' into action. One major initiative that was born out of the PDA was the District Primary Education Programme (DPEP). As a joint venture between the Indian Government's Department of Education and the World Bank, the goal of the District Primary Education Programme was "education for

all "was achieved by the year 2000. DPEP focused on inclusion of children with mild to moderate disabilities in the mainstream schools.

Sarva Shiksha Abhiyan (SS),2001

➢ Sarva Shiksha Abhiyan (SSA) is also known as the Universalisation of Elementary Education. It is an Indian government program launched in 2001 to provide free and compulsory education to all children aged 6 to 14. The aims of SSA scheme include:

➢ It aims to provide free and compulsory education to all children in the age group of 6 to 14 years. It strives to ensure that every child has access to quality elementary education.

➢ The program focuses on reducing gender and social disparities in education. It ensures equal opportunities for all.

➢ It aims to improve the quality of education by providing adequate infrastructure and facilities in schools,

➢ It aims to promoting the use of innovative teaching methods and enhancing the skills and training of teachers.

➢ The program addresses the issue of out-of-school children by identifying and enrolling them in schools.

➢ It encourages the active involvement of parents, local communities, and stakeholders in the planning, implementation, and monitoring of education programs.

➢ It aims to provide a holistic education that promotes the all-round development of children.

Inclusive Education of the Disabled at the Secondary Stage (IEDSS), 2009

In 2008, the Government reformed the Scheme of Integrated Education for Disabled Children (IEDC) and created the Inclusive Education of the Disabled at the Secondary Stage (IEDSS). It came into effect on April 1st, 2009.The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. IEDSS provides students with disabilities of age 14-18, studying in public or government-funded schools. The central government provide Rs.3000 per school year to purchase the necessary materials so as to ensure inclusion of the student in the mainstream school system.

The Rights of Persons with Disabilities (RPWD) Act, 2016

The RPWD Act was enacted in December 2016. It promotes and protects the rights and dignity of people with disabilities in various aspects of life – educational, social, legal, economic, cultural and political. It applies to government, non-government and private organisations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services. It has implementing mechanisms like

Disability Commissioner's Offices at the Centre and State level, District Committees, Boards and Committees for planning and monitoring the implementation of the Act, Special Courts at District level and so on. It has penalties in case of violation of any provisions of the Act.

New Education Policy(NEP),2020

As per UNICEF (2020), the definition of 'inclusive education' is a two concept. Firstly, it means to have all children in the same schools and classrooms. Secondly, it goes a step further to mean real learning opportunities for children who have been traditionally excluded. However, the ambit of inclusivity in education as a whole is much broader. It not only deals with receiving an education but also its components, including what is the education about and how effectively is it imparted. Education should ideally be holistic, acknowledging the varied histories and identities of people and adjusted to current times. As a society, our history has been fraught with severe discriminatory and exclusionary practices, thereby making inclusive education the need of the hour in India (Mishra, Giriya & Sharma, 2021). NEP, which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous NPE (1986). It is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It aims to transform India's education system by 2040.

Conclusion

Removing barriers to accessing education and to learning for children with disabilities are prerequisites for the realization of Education for All. To ensure that all children have access to quality education, education policies and practices must be inclusive of all learners, encourage the full participation of all, and consider diversity as a resource, rather as an obstacle. Inclusive education will pave the way to prosperity for individuals and for the society. This prosperity will, in turn, lead to a more peaceful and sustainable development of humanity

References

Padhi,P.K. (2023). *New Education Policy 2020 and Inclusive Education: Issues and Challenges.*NB Publications.

Surekha,S.,&Bimal,C.S. (2022). *National Education Policy: Meeting Goals of 21ˢᵗ Century Education.* Kunak Books.

Dash. B.N. (2011). *Special Education: An Integrated Education for Children with Special Needs.* Dominant Publishers and Distributors Pvt Ltd.

Singh,S. (2016). *Inclusive Education.*Ane Books Pvt.Ltd.

Ritika Gulyani. (2017). Educational Policies in India with Special Reference to Children with Disabilities. *Journal of the Indian Anthropological Society*,47(2),35-51.

INDIVIDUALIZED EDUCATION PLAN FOR SPECIAL NEED CHILDREN

Dr Jayashree Priyadharsini. V
Assistant Professor of Biological Science
N.K.T. National College of Education for Women
Triplicane, Chennai, Tamil Nadu, India.

ABSTRACT

Special Education can be defined as visually impaired, hearing impaired, intellectually disabled and locomotors differently-abled person are provided with free education, vocational training, boarding and lodging. Every academic year four sets of uniforms and text books are given free of cost. It also serves emotional, cognitive impairments, behavioral or learning abilities; it also covers speech disorder, childhood disease and disorder, and gifted child. Children with specific disability have to be diagnosed beyond merely classifying them according to the major deviation. The Father of Special Education is traced to Jean- Marc-Gaspard Itard who trained a 12 year old boy named Victor through systematic educative procedure. Children who have learning and mental disabilities require prolonged periods of intensive and more individualized instruction; learning pattern is designed to include techniques to keep up the interest, active participation and repetition of varied forms. Children with severe sensory handicaps must learn to read through other sense modalities.

Keywords: *Vocational Training, Cognitive Impairment, Disease and Disorder, Individualized Instruction.*

Introduction

Charles Michel L'Epee was the first pioneer in 18th century who had concern for educating the disabled children. In 1760 he found the public school for people with disabilities in France. One of the first special schools in the world was the Institut National des Jeunes Aveugles in Paris which was founded in 1784. It was the first school in the world to teach blind students.

Objectives of Special Education

- ➢ To identify disability among the preschool children.
- ➢ To encourage comprehensive instructional program and coordinate right from kindergarten to high school.
- ➢ To provide healthy and friendly environment for each student with disabilities in and outside the school.
- ➢ To encourage parental involvement with understanding of Special Education.
- ➢ To ensure appropriate approved preschool program and vocational services to students with disabilities.
- ➢ To enhance related services according to the need and degree of disability.

Purpose of Special Education

Special Education aims to ensure that students with disabilities are provided with the environment that allows them to have effective Education.

Nature of Special Education

- ➢ Individualized Instruction

➢ Provide opportunities as required
➢ Systematic well planned programme
➢ Assure flexibility in educational system
➢ Prepared by Trained Instructors

Special Education in India

The Government of India launched in December 1974, the Integrated Education for Disabled Children (IEDC). It was a Centrally Sponsored Scheme aimed to provide educational opportunities to children with special needs (CWSN) in regular and general schools to facilitate their achievement and retention. The Rehabilitation Council of India (RCI) is the apex governing body, to regulate training programmes and courses are targeted for disabled, disadvantaged and requirement of the individual students. Rehabilitation Council of India was formed in 1993; its chairperson is Shri Rajesh Aggarwal and the head quarter is at New Delhi.

Individualized Education Plan

The plan or program is developed to ensure that the child with an identified disability who is attending the lower or higher class receives specialized instruction and related services.

Goals of Individualized Education Plan:

➢ Enable the child to learn the basic skills and lead a independent and self-sufficient life.
➢ The basic skills are communication skills, social skills, reading skills and the ability to interact with other
➢ Meet the child's academic development and functional needs.
➢ Progress in the general curriculum.
➢ Develop the other educational skills and attitude.

SMART IEP Goals

The child progress should be assessed often. The goals are specific, measurable, use action words are realistic and time bound. Teachers should work harder and think creatively to ensure the annual goals address all the child's educational needs. The teacher helps a small group of children who need extra help and other students with regular teacher.

The Focus Area

➢ Reading Comprehension
➢ Fluency skills
➢ Communication
➢ Time-Management
➢ Self-Advocacy & Self- Regulation
➢ Independent Travel
➢ Inter-Personal & Intra-Personal and Social Skills
➢ College and Career Exploration
➢ Fine Motor Skills

Conclusion

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. An increasing

number of publications, policy papers, workshops etc. have supported the ideology of inclusion. Some organizations and people, however, doubt whether the ordinary classroom can provide quality education for disabled children. This debate has been on, ever since people began to voice their reservation against old segregated institutions and in turn raised their concern for equality of disabled children. These concerns must be taken seriously and dispelled by showing examples of positive experiences, which clearly demonstrate that inclusive education most definitely addresses quality issues in education. The major goal of inclusive education is the Flagship goal. Recognizing the right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to quality education for every child, youth and adult with a disability. The Flagship has been formed by an alliance of diverse organizations, including global disability organizations, international developmental agencies, intergovernmental agencies, and experts in the field of special and inclusive education

References

Collins,L. W., Sweigart, C.A., Landrum, T.J., & Cook, B.G. (2017). Navigating common challenges and pitfalls in the first years of special education: Solution for success.*Teaching Exceptional Children*, 49 (4), 213-222

Cook, L., Friend, M, (2010). The state of collaboration on behalf of students with disabilities. *Journal of Educational and Psychological Consultation,* 20, 1-8.

Idin, S. (2016). Individualized Education Programs in Teacher Practices. *SDU International Journal of Educational Studies,* 3(1), 1-7.

Mangal. S. K. (2007)   *Essentials of Educational Psychology.* PHI Learning Pvt. Ltd.

Mangal. S. K. (2007). *Educating Exceptional Children: An introduction to special education. Psychology.* PHI Learning Pvt. Ltd.

Sharma .R.N, & Sharma R. N. (2006) *Advanced Educational Psychology.* Atlantic Publishers & Dist.

ROLE OF ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOMS

*Priyadharshini. G
Ph.D. Scholar
*Dr Prema . K
Assistant Professor
Department of Education, Bharathiar University, Coimbatore, Tamil Nadu

ABSTRACT

Children with special needs are among the most stigmatized and excluded groups of children around the world. They are likely to have poorer health, less education, less economic opportunity when they grow up, and are more likely to live in poverty and deal with greater inequalities than their peers without disabilities. Assistive technology is used as an umbrella term for both assistive products and related services. Assistive products are also known as assistive devices. Assistive technology includes products and related services that improve the functioning of children with special needs. These include communication, mobility, self-care, household tasks, family relationships, education, and engagement in play and recreation. Assistive technology can enhance the quality of life of both children and their families. Technology and inclusion go hand in hand. Without technology supports and accommodations, many significantly special need students cannot take full advantage of their education. Without the opportunities for interactions found in inclusive settings, students cannot truly demonstrate their abilities. Assistive technology devices are only the beginning of a long road to independence, not the end. These are providing many opportunities for many individuals who have significant disabilities to actively participate in the daily experiences that a person without disabilities enjoys. It offers them a chance for active participation. Persons with significant special need may share in other activities by controlling the power using assistive technology devices as other participants manipulate the materials. Recognizing its importance, this paper is highlighting the need, barriers, and role of different types of assistive technology in inclusive classroom.
Keywords: *Assistive devices, Inclusive Classroom, Assistive technology.*

Introduction

For most people, technology makes things easier. For differently abled people technology makes things possible -Mary Pat Radabaugh.
Children with special needs experience different forms of exclusion, which may cut them off from health, education and social services, and limit their participation in family, community and society. This isolation can have lasting effects on future employment opportunities and participation in civic life. Supportive services and technology can enable children with special needs to take their place in society and contribute to their family and community. It is estimated that approximately 1 in every 10 children in the world has a special need and less than 10% of children with special needs in low-income countries go to school. Besides poverty and prejudice, the lack of access to assistive technology, as well as inaccessible transport and school environments are major barriers, which restrict children with disabilities to access education and to participate in the community.

Definition of assistive technology

There are various definitions of assistive technology: two of them are presented here. The International Classification of Functioning, Disability and Health (ICF) defines assistive products and technology as any product, instrument, equipment or technology adapted or specially designed for improving the functioning of a person with a disability. Drawing from the ICF, the International Organization for Standardization (ISO) defines assistive products more broadly as any product, especially produced or generally available, that is used by or for persons with disability: for participation; to protect, support, train, measure or substitute for body functions/structures and activities; or to prevent impairments, activity limitations or participation restrictions. This includes devices, equipment, instruments and software.

Needs for assistive technology

In African countries, the largest discrepancy between self-reported needs for and received rehabilitation services was found to be in the area of assistive technology. WHO estimates that only 5-15% of assistive technology needs are met in many developing countries. In fact, more than 97% of those that would benefit from using a hearing aid do not have one. Studies in Malawi and Namibia indicate that more than 80% of those who need assistive technology do not have it. A study in Afghanistan reported that children were less likely than adults to access assistive technology indicating that their unmet needs are even greater.

In situations of crisis and emergency, children with disabilities suffer from a triple disadvantage: they experience the same impact as others, they are less able to cope with deterioration of the environment, and responses to their needs are postponed or disregarded. To reduce the impact of crisis and emergencies, children may need assistive technology to be alerted or to escape a danger before it strikes, or to be able to carry out activities of daily living important to their survival and health.

Barriers to assistive technology

➢ **Lack of awareness:** Many people with special needs and their families have limited awareness of assistive products and services. This makes it difficult for children and their families to know what assistive technologies are available or suitable and how they can be beneficial.

➢ **Lack of services:** Assistive technology services are often in short supply and located far away from where children with disabilities live. In the above mentioned global survey, 53% of the 114 responding countries had not initiated programs relating to the provision of assistive technology. Non-governmental organizations rarely have the financial means or capacity to develop country-wide sustainable service delivery systems. With limited geographical coverage, their services often focus on specific types of assistive technology or disabilities.

➢ **Lack of products:** In many countries, there is no production of assistive products—or production occurs on a small scale. It is small not only in terms of quantity, but also in terms of the range of types, models and sizes of the products. Market-related factors can also limit production. Moreover, duty and import taxes associated with assistive technology can discourage local businesses to import materials, equipment or assistive products.

Role of different types of assistive technology

Different assistive devices are used by different types of special need children. Every disability requires the use of specific type of assistive devices.

Assistive devices for visually impaired:

Visual impairment is a condition in which the child's vision is deficit to the extent that it significantly affects its routine functioning, optimal learning and adjustment. The degree of visual impairment varies

from low vision to total loss of sight, i.e. blindness. The visually impaired learners need assistive technology according to the degree of impairment they suffer.

The following measures may assist the visually handicaps:

➢ **Screen readers are generally a type of software**. These are also known as text-to- speech applications. While using the screen reading software, the users can adjust the volume, pitch and speed of reading. They can even choose a male or a female voice according to their choice. With the use of synthetic speech, the computer reads text passages, analyzes the phonetic structure of words and attempts to reconstruct the words by putting together a string of synthetic phonemes.

➢ **OBR (Optical Braille Recognition):** Optical Braille Recognition (OBR) is a Windows software program that allows reading single and double sided Braille documents on a standard A4 scanner. It scans the Braille document, analyzes the dot pattern, and translates it into normal text that it presents on the computer screen.

➢ Along with **Braille materials and computers**, visually impaired persons prefer to use audio materials in their studies. They use various cassette players and other recording machines for different purposes; to record the lectures, books and study materials and to submit their assignments in audio formats.

Assistive devices for hearing impaired

The hearing disabled children have different degree of loss in their auditory ability and the loss of audition may be complete or partial ranging from mild to severe or profound. These children face many problems at schooling because of their disability and thus needs the following assistive devices:-

➢ **Personal frequency modulation (FM)-**These systems are like miniature radio stations operating on special frequencies. The personal FM system consists of a transmitter microphone used by the speaker (such as the teacher in the classroom, or the speaker at a lecture) and a receiver used by you, the listener. The receiver transmits the sound to your ears or, if you wear a hearing aid, directly to the hearing aid.

➢ **Infrared systems-**This is often used in the home with TV sets, but, like FM systems,they can also be used in large settings like theaters. With an infrared system, sound from the TV is transmitted using infrared light waves. This sound is transmitted to your receiver,which you can adjust to your desired volume. The TV can be set to a volume comfortable for any other viewers with normal hearing. Thus, TV watching as a family becomes pleasurable for all.

➢ **Induction loop systems -**These are also most common in large group areas. They can also be purchased for individual use. Induction loop systems work with hearing aids. An induction loop wire is permanently installed (typically under a carpet or in the ceiling) and connects to a microphone used by a speaker. The person talking into the microphone generates a current in the wire, which creates an electromagnetic field in the room. When you switch your hearing aid to the "T" (telecommute/telephone) setting, yourhearing aid telecoil pickup the electromagnetic signal.

Assistive devices for speech impaired children

Speech disability is both a physical handicap and a physiological problem. Perfect speech demands perfect coordination among all components of speech mechanism. The defects of pitch, tone, intensity and rhythm of spoken language are included in speech impairment.

For students with speech and language impairments, the major types of assistive technology can be provided are:-

- ➢ **First Words:** It is a language program that has a number of applications for teaching those who are developing or reacquiring language functions. The program uses graphic presentations combined with synthesized speech to teach high-frequency nouns, and is one of many software packages that can help develop both speech and language.

- ➢ **Augmentative or alternative communication (AAC):**AAC is the use of symbols, aids,strategies, and techniques to enhance the communication process. This includes sign language and various communication boards, both manual and electronic, that are used by individuals with impaired oral motor skills. The objective of the communication board is to have the student make a choice, typically of food or activity. Electronic AAC devices range from very simple devices with few buttons(such as the Cheap Talk) to very elaborate systems that use a keyboard and synthesized speech (such as the DynaVox and Liberator).

- ➢ **Picture Exchange Communication System:** ThePicture Exchange CommunicationSystem (PECS)is a similar method to communication boards and was developed specifically for children with autism. However, it is useful for anyone with communication disorder.

- ➢ **Hand-held (portable) or computer electronic speech devices:**There are computer- based software programs available that can be used to help children with their speech development and verbal skills and can even synthesize speech. There are also small, portable devices capable of translating and recording speech for playback.

Assistive devices for orthopedic ally impaired children:

Orthopedic impairment refers to the physical defect or deformity that inhibits the normal exercise of muscles, joints/bones of the individual. This is more prevalent form of disability and the sufferer soon comes into the notice of the teacher. This form of disabled child may have crippled legs or arms, loss of one or the other organ because of disease, accident or hereditary causes.The Assistive technologies needed for this type of disability are:-

- ❖ **Computer Accessibility:** Individuals with orthopedic impairments may have difficulty with fine motor skills in their hands. When working on computers, they may need larger keyboards, on-screen keyboards or speech-recognition programs. Many companies produce alternatives to the mouse, such as trackballs, head trackers and touch screens. Students in wheelchairs need a computer desk that can be adjusted to a comfortable height to allow the student to pull up to the computer.

- ❖ **Adapted Recreation Equipment:** Physical and recreational activity is important in a physical education class. Adaptive equipment is available that allows people with orthopedic impairments to participate in almost any sport, including cycling, archery, golf and swimming. Hand cycles allow them to operate a bicycle without using their legs.

- ❖ **Daily Living Equipment:**In a school setting, students with orthopedic impairments need to be able to perform self-care and personal hygiene as independently as possible. If possible, school bathrooms should be equipped with counters and sinks that have adjustable heights. Lifts can allow these students to use the toilet independently, or changing tables may be required. Adaptive silverware and cups may help them feed themselves in the lunch room.

- ❖ **Access to Classroom or Workspace:** Students who have accessibility issues may have difficulty transitioning between classes. The student should be able to freely move around the room, use materials and supplies, and pull up to tables and desks. Workstations and desks that can adjust their height with the push of a button may help.

❖ **Science Laboratory:** Science laboratories should be accessible to students with orthopedic impairments. Scientific laboratory experiments require fine motor skills that such students may lack, however; they may need modified instruments such as electronic bulbs instead of pipette bulbs. Students may need access to a computer to record data and write their laboratory reports, using assistive technology such as altered keyboards, eye-controlled input systems or trackballs.

Conclusion

Assistive technology can be a powerful tool to increase a child's independence and improve their participation. It can help children to become mobile, communicate more effectively, see and hear better, and participate more fully in learning and play activities. Assistive technology supports children to access and enjoy their rights and participate in things they value - and it bridges the disparities between children with and without disabilities. An educated child with a disability supported by assistive technology will have greater opportunities for employment, resulting in less dependence on welfare and social security measures, and their greater contribution to the country's economy.

References

http://www.who.int/disabilities/world_report/2011/en/index.html
http://www.european-agency.org/agency-projects/Teacher
Education-for-Inclusion/sources-of-evidence.pdf
http://www.bced.gov.bc.ca/specialed/docs/learning_disabilities_guide.pdf
www.uniassignment.com/essay-samples/education/teachers-role-in-inclusive-education-education-essay.php

TEACHING STRATEGIES TO LEARNING DISABILITY CHILDREN

*Vishnu Priya. B
Student Teacher
St. Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

Inclusive education refers to all students being able to access and gain equal opportunities to education and learning. Many children have a feeling of difficulty in learning mathematics. For children with special needs, learning math makes them stressful sometimes. Dyscalculia is the mathematics learning related disorder in which children struggles even to count numbers. In this paper, the key elements in inclusive teaching of mathematics, some strategies to teach math to dyscalculia children and some ways to help dyscalculia children in learning math have been seen.

Keywords: Inclusive Education, Math-Related Disability, Dyscalculia, Strategies, Inclusive Classroom

Introduction

Inclusive education is defined as a teaching model whereby all students, regardless of their ability, learn together in one environment. The aim of an inclusive education environment is to ensure that all students are treated fairly and get equal opportunities. Within an inclusive education environment, student diversity and uniqueness should be celebrated without discrimination. Nowadays, normal children too have lesser interest in learning mathematics. They feel difficulty in learning mathematics. Special needs children need some more support to learn mathematics. Children with special needs often struggle with the math concepts and may need assistance learning functional math skills to lead independent lives as they progress into adulthood. Children must first understand the basics to develop the functional math skills they will need to live independently as adults. When it comes to special needs education, it is often helpful for educators and parents to develop an individualized education plan [IEP] to address each students' strengths and weaknesses. To establish a proper foundation – students must first learn how to read and write numbers, be able to count in increments, and perform basic operations such as addition and subtraction. Children with special needs often face additional challenges in an academic environment stemming from certain conditions, such as executive function disorder, autism spectrum disorder and attention-deficit hyperactivity disorder. These conditions often result in difficulty with organization, staying on task and transitioning to a different activity. Teachers can help students overcome such challenges by incorporating written and visual instructions, a daily classroom schedule, individual student goals and real-world hands on activities into the curriculum. Mastering these concepts is critical for children to reach next stageof functional math skill development such as telling time, counting money, taking measurements and following a routine. Here are some of the strategies to teach mathematics to children with special needs.
Nine Key Elements of an Inclusive Lesson

Special Educational Needs (SEN) specialist Natalie Packer defines nine key elements of an inclusive lesson. The elements are jigsaw pieces which combine to strengthen teaching. If one of the pieces is missing, then high-quality provision is likely to be incomplete.

The elements of an inclusive lesson are:

- ❖ High expectations
- ❖ Developing relationships and knowing pupils well
- ❖ Inclusive learning environment
- ❖ Age, interest, and ability appropriate curriculum
- ❖ Quality feedback
- ❖ Engagement through hands-on approach
- ❖ Questioning and modelling for challenge
- ❖ Scaffolding learning
- ❖ Developing independence

These elements are fundamental to inclusive teaching in the maths classroom, supporting not just pupils with SEN but all pupils.

- ❖ **Math Related Learning Disability-**Dyscalculia is a mathematics-related disability resulting from neurological dysfunction. Students who are diagnosed with Dyscalculia have average to above-average intellectual functioning and a significant discrepancy between their math skills and their chronological-age-peer norms. For a diagnosis of Dyscalculia, it must be determined that the math deficit is not simply related to issues such as poor instruction, vision, hearing or other physical problems, cultural or language differences, or developmental delays. Below are some of the strategies to teach dyscalculia students.

- ❖ **Break Lessons Down-**Students with dyscalculia may find math concepts challenging and confusing to grasp. In some cases, this confusion arises because math concepts often build on one another. If a student is missing one of the earlier concepts that come together to form a new lesson, they may struggle to integrate the new information. If possible, teachers should break new information down into its composite concepts as often as possible so that students can clearly see what they are learning and what the new math problems are actually accomplishing. This is a teaching strategy that can be helpful for all students as it can make math feel logical and based on prior experience. When breaking lessons down, teachers may want to start with a brief overview of earlier concepts that they have taught so that students are primed for new information.

- ❖ **Use Visual Aids-**One strategy that can make mathematics easier for students with dyscalculia to understand is visual aids. Visuals can make a big difference for students who find it challenging to understand what some math concepts are accomplishing. If teaching students about exponents, for instance, it may be helpful to draw a large square where, for instance, each side is four units long. That way, students can count the total number of segments in the square (16) to understand the concept of perfect squares. These kinds of visual tricks can make math simpler and more real for many students. Similarly, writing out formulas in a visually consistent way in each lesson can help prevent confusion. Visual aids can be helpful at all levels of mathematics instruction. For example, for very young students, colorful beads can help students understand counting and concepts like odd and even numbers.

- ❖ **Provide Differentiated Instruction-** Differentiated instruction is a teaching strategy that involves providing the same information at a variety of different levels to allow all students to learn at their own levels. The strategy was initially developed as a way to help ESL students learn class material even if they do not have the same language fluency as their native-speaker peers. Differentiated

instruction can be helpful when teaching students with dyscalculia because it can help prevent confusion. When providing differentiated instruction, teachers must alter the delivery of information but not the actual content of the lesson. For example, to provide differentiated instruction in a math class, teachers can explain the same concept in complex and simpler language and can also provide a variety of diagrams or demonstrations to make the concept clearer for students who are struggling to understand.

❖ **Connect Lessons to Real Life-** Math concepts can also be more straightforward for students with dyscalculia to understand when they are explicitly connected to real life. Word problems and math activities that give real-world applications for different math concepts can provide a more concrete framework for students who struggle with the abstract element of mathematics. Many teachers are aware that certain students prefer some learning styles over others. For instance, some students are auditory learners, some are visual, and some are kinesthetic learners. Providing lessons that suit kinesthetic learning styles may be particularly effective when incorporating real-life concepts into a math lesson. Teachers might use role-playing games to explain how to calculate percentages by having students learn about the concept of tax, for instance. Making a recipe could help students learn about fractions and ratios. Providing these activities for students with dyscalculia can take extra planning, but it can also have meaningful results. There are a number of ways to help students with dyscalculia that go beyond the ways that teachers deliver information. Creating an inclusive classroom environment can go a long way to helping students feel comfortable, which can reduce the stress that many students with dyscalculia may associate with learning math. These supports can make it easier for teachers to meet their students' needs without sacrificing teaching time.

❖ **Create an Inclusive Classroom-** One of the most effective things that a teacher can do to support all students is to work toward creating an inclusive classroom environment. This means talking to students about learning disabilities and learning differences to destigmatize them, helping students understand that everybody learns differently and deserves the support they need to succeed. Ideally, teachers should strive to create a positive atmosphere predicated on respect where students' successes and strengths are celebrated while their areas of struggle are supported. Inclusivity means talking to students about their differences, but it also means facilitating classroom discussions and providing students with options to pursue learning in their own ways. Inclusivity also means providing, to the best of a teacher's and a school's ability, assistive technology and material support for students with learning disabilities to allow them to fully and meaningfully participate in class.

❖ **Help Students Self-Teach-** One of the most effective dyscalculia learning strategies is self-teaching. Self-teaching is when students learn a concept and then explain it to themselves or a teacher. When students self-teach, they may be better able to ask questions to clarify their own understanding, which can, in turn, help teachers identify problems that students are experiencing and change their teaching approach accordingly. Dyscalculia can cause some students to want to disengage from their education, and self-teaching is a good way to bring them back into the process to improve, rather than diminish, their confidence.

Conclusion

Schwarz (2006) states, "The strategy behind inclusion is to design supports-innovative approaches to learning, differentiated instruction, curricular adaptations for every student in the classroom, to include the entire spectrum of learners". Teachers play a central role in determining the placement of students with

disabilities. The strategies mentioned here are not new, but we have to implement in routines. Children with learning disabilities often struggle with schoolwork, regardless of their intellectual abilities. For this reason, they need tailored learning strategies that not only help them meet their potential in the classroom but also guard against self-esteem issues down the road. Apart from these, there are many strategies to teach dyscalculia children. We should also teach the normal child about disability children and their difficulties. We should engage them to teach the disabled child in their class once they completed their work. This makes a better relationship among children. The most important thing for us is to increase their self-esteem. Once they believe that they can able to do math on their own, they start to love their learning and lead an independent happy life. Every child has the right to live and right to education. A little support to the disability children makes them the winners of the world.

References

https://www.futurelearn.com/
https://mathsnoproblem.com/
https://thegatewayschool.com/the-importance-of-functional-math-skills-for-people-with-special-needs/
https://www.washington.edu/
https://teachercertification.com/dyscalculia-teaching-strategies/

TRANSFORMATIVE EDUCATION: NURTURING INCLUSIVE PATHS FOR SOCIETAL EQUITY

*Dr Indra Mary Ezhilselvi. R
Assistant Professor of Psychology
St. Ignatius College of Education (Autonomous), Palayamkottai

ABSTRACT

The pursuit of societal equity through education has become a central theme in contemporary discourse. This article explores the transformative potential of education in nurturing inclusive paths that lead to greater societal equity. Drawing on theoretical frameworks, empirical evidence and case studies, this paper aims to elucidate the key principles and practices that underpin transformative education for inclusivity and equity. Transformative education as propounded by Jack Mezirow posits that individuals undergo a process of critical reflection that leads to transformative change. Also by incorporating critical pedagogy into educational practices, instructors can empower learners to become active participants in societal transformation. The challenges have to be overcome and the opportunities be rightly utilized.
Keywords: Transformative Education, Inclusive Leadership, Professional Development

Introduction

In the dynamic realm of education, transformative education emerges as a catalyst for personal and societal evolution. It transcends traditional teaching methodologies, aiming to instigate profound shifts in attitudes, beliefs and societal structures. It extends beyond the classroom, promoting a continuous process of self-reflection and societal transformation. Inclusivity is integral to transformative education, creating environments where every individual feels valued and supported. As we explore transformative education, the interconnectedness of inclusivity and the societal role of education becomes apparent, emphasizing that the journey towards equity is both an educational imperative and a societal mandate.

The Theoretical Framework of Transformative Education

Transformative education draws strength from a rich tapestry of learning theories that collectively contribute to its overarching philosophy. Central to these theories is the idea that learning goes beyond the acquisition of facts; it involves a profound shift in perspective and a reevaluation of one's fundamental assumptions. Scholars like Jack Mezirow (1978), in his theory of transformative learning, posit that individuals undergo a process of critical reflection that leads to transformative change. Mezirow's work forms a foundational pillar, emphasizing the importance of fostering a critical consciousness that challenges existing beliefs and perspectives. Additionally, Paulo Freire's pedagogy of the oppressed (1970) underscores the transformative potential of education in liberating individuals from oppressive structures. Freire's emphasis on dialogue, critical thinking and empowerment aligns with the core tenets of transformative education, fostering a sense of agency and social awareness among learners. Developed by scholars like Henry Giroux (2020), critical pedagogy advocates for a curriculum that not only imparts knowledge but also encourages students to critically analyze and challenge societal norms. This approach encourages students to question power structures, engage in dialogue about societal issues, and cultivate a sense of responsibility towards fostering positive change.

Nurturing Inclusive Paths in Educational Institutions

In fostering transformative education, the imperative of nurturing inclusive paths within educational

institutions becomes paramount. To achieve this, educational institutions must focus on key areas that include curriculum development, teacher training, and the creation of accessible learning environments.

Teacher Training and Professional Development

Professional development should focus on practical strategies for fostering inclusivity. This includes methods for promoting open communication, managing diverse group dynamics, and adapting teaching approaches to accommodate varied learning styles. An inclusive classroom is one where every student feels acknowledged, respected, and supported in their academic journey.Teacher training programmes should address implicit biases that may unconsciously influence teaching practices. Educators need tools to recognize and counteract these biases, ensuring fair and equitable treatment for all students. This self-awareness is a critical step towards creating an inclusive educational environment.

Accessible Learning Environments

Inclusivity extends to physical and digital spaces within educational institutions. Physical spaces should be designed to accommodate individuals with diverse abilities, ensuring accessibility for all. Similarly, digital resources and platforms should be designed with accessibility features to cater to the needs of students with varying learning requirements.

Educational institutions should establish robust support systems for students with special needs. This includes access to assistive technologies, learning accommodations and specialized personnel who can provide the necessary guidance and support. Inclusivity is not just about enrolment; it's about creating an environment where every student can thrive.

Showcasing Successful Initiatives

Showcasing successful initiatives in diverse educational settings and analyzing the impact of transformative education on societal equity emphasizes the transformative potential of education to shape not only individuals but entire communities. By highlighting these initiatives, we recognize the tangible outcomes of a commitment to inclusivity, fostering a society where equity is not just an aspiration but a reality. This includes:

- ❖ **Global Perspectives in Curriculum**-In a forward-thinking initiative, certain educational institutions have embraced a curriculum enriched with global perspectives. By incorporating literature, history, and scientific advancements from diverse cultures, students gain a broader understanding of the world. This encourages students to challenge stereotypes and biases, contributing to a more inclusive worldview.
- ❖ **Inclusive Leadership Programmes-**These programs go beyond traditional leadership models, incorporating principles of empathy, collaboration, and social responsibility. By nurturing inclusive leadership skills, students are prepared to address societal challenges and contribute to the creation of more equitable communities.
- ❖ **Community Engagement Initiatives**-Successful initiatives often extend beyond the classroom, actively engaging with local communities. This includes partnerships with community organizations, service-learning projects and initiatives that address specific community needs.

Impact of Transformative Education on Societal Equity

- ❖ **Empowering Marginalized Communities-**The impact of transformative education is notably visible in the empowerment of marginalized communities. By providing educational opportunities that address historical injustices and systemic barriers, transformative education becomes a catalyst for breaking the cycle of inequality.

❖ **Reducing Socioeconomic Disparities**- Transformative education has the power to break down socioeconomic barriers. Initiatives that provide scholarships, mentorship programs, and access to resources empower individuals from economically disadvantaged backgrounds. As students from diverse socioeconomic backgrounds engage in transformative learning experiences, the potential for reducing societal disparities becomes more tangible.

❖ **Fostering Inclusive Policies**-Educational institutions that prioritize inclusivity in their policies create an environment where diversity is not only accepted but celebrated. This, in turn, influences broader societal attitudes and contributes to the formulation of more equitable policies at the societal level.

❖ The impact of transformative education goes beyond individual success stories; it creates a ripple effect that resonates throughout society. Graduates of transformative programmes often become advocates for change, influencing societal norms, challenging discriminatory practices, and contributing to the formation of a more equitable and inclusive society. As these initiatives continue to evolve and multiply, the collective impact on societal equity becomes increasingly profound.

Challenges and Opportunities

In navigating the challenges and embracing the opportunities in implementing transformative education, a collaborative and technology-enhanced approach becomes paramount. By addressing barriers, fostering collaboration, and leveraging technology, educational institutions can navigate the path towards a more inclusive and equitable educational landscape.

➢ **Resistance to Change-**Traditional teaching methods and entrenched structures may pose challenges to adopting new, more inclusive approaches. Overcoming this resistance requires strategic planning, professional development, and a shared commitment to transformative principles.

➢ **Resource Constraints**-Limited resources, both financial and human, can impede the implementation of transformative education. Developing inclusive curricula, providing teacher training, and creating accessible learning environments require investments. Identifying sustainable funding sources and advocating for resource allocation becomes crucial in overcoming this barrier.

➢ **Implicit Bias and Stereotypes**-Implicit biases among educators and administrators can perpetuate inequities in the educational system. Addressing these biases through awareness programs and ongoing training is essential. Additionally, challenging stereotypes in curriculum design and classroom practices is crucial for creating an inclusive learning environment.

Opportunities for Collaboration

➢ **Educator-Policymaker Collaboration**-Policymakers can support initiatives that promote inclusivity, allocate resources for professional development, and create frameworks that incentivize educational institutions to embrace transformative practices. Educators, in turn, can provide valuable insights into the practical implementation of policies.

➢ **Community Engagement**-Involving community members in curriculum development, outreach programs, and decision-making processes creates a sense of ownership and enhances the relevance of education. This collaboration fosters a holistic approach that considers the broader societal context.

➢ **Interdisciplinary Partnerships**-Partnering with experts from diverse fields, including psychology, sociology, and technology, enriches educational practices. Interdisciplinary approaches provide a more comprehensive understanding of the challenges and opportunities associated with transformative education, leading to innovative solutions.

➢ **Accessible Learning Platforms**-Platforms that offer features such as closed captions, screen readers, and customizable interfaces cater to diverse learning needs. Integrating these technologies ensures that educational content is inclusive and reaches a broader audience.

➢ **Online Collaboration Tools**-Technology facilitates collaboration among educators, policymakers, and communities. Online platforms enable seamless communication, resource sharing, and collaborative decision-making. This interconnectedness creates a network of support for transformative education initiatives, breaking down traditional silos and fostering a collective approach.

➢ **Personalized Learning Solutions**-Technological advancements allow for personalized learning experiences. Adaptive learning platforms and educational apps can cater to individual learning styles and pace, ensuring that no student is left behind. This personalization aligns with the principles of inclusivity, recognizing and addressing the diverse needs of learners.

Conclusion

It becomes evident that transformative education is not a static concept but an enduring imperative for fostering societal equity. In a world characterized by diversity, social justice, and rapid technological advancements, the need for education that transcends boundaries and empowers individuals to address societal challenges is more pressing than ever. The on-going importance of transformative education lies in its ability to not only preparing individuals for the complexities of the modern world but also to instill in them a commitment to social justice and inclusivity.

References

Cranton,P. (2016). *Understanding and Promoting Transformative Learning* (3rd ed), Routledge.
Freire,P. (2005).*Pedagogy of the Oppressed*.(30th anniversary edition), Continuum.
Giroux,H. A. (2020). *On critical pedagogy*. Bloomsbury Publishing.
Nerstrom,N. (2014). *An Emerging Model for Transformative Learning*. New Prairie Press
https://www.wgu.edu/blog/what-transformative-learning-theory2007.html
https://www.valamis.com/hub/transformative-learning
https://files.eric.ed.gov/fulltext/EJ864437.pdf
https://doi.org/10.5040/9781350145016
https://360learning.com/guide/learning-theories/transformative-learning/
https://www.teachfloor.com/blog/transformative-learning-theory
https://www.normfriesen.info/files/Mezirows_overview_transformative.pdf
https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf

PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM

*Anisha Soundari .M
M.Ed. Scholar
**Chandra Prabha.R
Assistant Professor of English
St.Ignatius College of Education(Autonomous), Palayamkottai

ABSTRACT

Education is a fundamental right that every individual should have access to. However, historically, the education system has been exclusionary towards certain groups of people, including those with disabilities, those from marginalized communities, and those from lowincome families. Inclusive education aims to address this issue by creating a learning environment that is welcoming and accessible to all students, regardless of their background or ability. This paper will explained the following topics elaborately 1.Equal opportunities for all: the drive toward inclusion. 2. Groups of people supported by inclusion. 3. Main steps toward inclusive education. 4. Social approaches to disability issues. 5. Barriers to inclusive education for people with SEN. 6. Ways to overcome barriers and provide inclusive education. 7. Benefits of inclusive education.

Keywords: **Inclusive Education,** Quality education

Introduction to Inclusive Education

According to United Nations Children‟s Fund (UNICEF), "Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive."

Quality education is the right for every child throughout the world whether they are boys or girls, born to a rich family or poor family, normal or with disabilities; in providing education, even we cannot discriminate against children by their religions and races. All children have the right to take the same education in the same classroom. There is a modern term called „inclusive education‟ that allows children to take the same education in the same classrooms. Sharing the same classrooms by all of the children and taking the same education in schools means real learning opportunities for traditionally excluded groups, including not only children with disabilities, but also speakers of minority languages.

Definitions of inclusive education

According to Stephan and Blackhurst, "Inclusive Education is a set of values, principles and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality labels or not."

Advani and Chadha claim, "Inclusive Education describes the restructuring of special education to permit all or most students to be integrated in mainstream classes through reorganization and instruction innovations (e.g., cooperative learning, collaborative consultation and team teaching)."

Equal Opportunities for All: The Drive Toward Inclusion

In view of a great variety of individual needs, education faces a wide range of cultural and social backgrounds of the groups making up the society. Sometimes cultural and social backgrounds can influence negatively and lead to marginalization and social exclusion of people from meaningful participation in life of their communities. Such exclusion, in its turn, reduces people's prospects to learn, grow, and develop.

A human rights approach to disability issues has significant implications for the way, in which education is provided. Educators tend to classify students with disabilities according to a disability type as

defined by functional limitations. Students with disabilities are usually placed in special schools or classes, or totally excluded from any educational opportunity on the grounds that they are 'too severely disabled'.

Currently, the international education and social policy tend to turn toward those, who are at risk of being excluded, to integrate them in the society and provide with the access and quality of basic education. In essence, this approach is based on the philosophy of social inclusion, which views diversity of strengths, abilities, and needs as natural and desirable, bringing to any community the chance to respond in the ways leading to learning and growth for the whole community, giving each and every member a valued role.

Historically, the term 'inclusion' has often used to mean either the moving of disabled children into the mainstream settings, or reducing the exclusion of other students from school. It is now acknowledged that the inclusion of disabled children requires not only their integration without providing the support they need, but changes in the existing policies, practices, and attitudes of the society.

Main Steps Toward Inclusive Education

The inclusion of students with barriers to learning in ordinary schools is a part of the global movement for human rights. All learners have a right to education, regardless of their individual characteristics or difficulties. Over the last few decades, the development of inclusion has become central to international education policy and has forced the major changes in national legislation in many countries. Starting in the 1980s, inclusive education has aimed to promote academic learning, social competence and skills, attitude change, and positive peer relations in inclusive settings for students' with special needs.

The Salamanca Statement on special educational needs (1994) called on governments to adopt the principle of inclusive education for all summarizing the aims and aspirations of the international community. Recent definitions of inclusion have broadened still further. Booth and Ainscow (1998; 2002) state that policies on inclusion should not be restricted to the education of people thought to have special needs. Inclusion, according to them, is a process in which schools, communities, local authorities and governments strive to reduce barriers to the participation in learning for all citizens. This training course has a particular focus on students with special educational needs (SEN), who still constitute the group of the most excluded from educational privileges, despite the consensus on the right to education.

Barriers to Inclusive Education for People with SEN

1. Social barriers External social barriers are caused by the society's unwillingness and/or inability to meet the needs of people with disabilities and to allow them to take part in the life of community. Internal social barriers are caused by the perceptions of persons' disability influenced by cultural and ideological vision.

2. Economic barriers External economic barriers are caused by the inability of society and/or the state to accommodate the needs of persons with disabilities in order to allow them to exercise their abilities. Internal economic barriers are caused by impossibility for persons with special needs to get access to education by the reason of their limited finances.

3. Physical barriers External physical barriers are caused by the inaccessible and unsafe design of environments. Internal physical barriers are caused by the physical, mental, sensory, and other impairments of a person.

Ways to Overcome Barriers and Provide Inclusive Education

Overcoming of barriers and providing for inclusive education for students with a wide range of special needs – physical, cultural, and educational – should be facilitated to enable them to play appropriate roles in the modern society, thus contributing to future knowledge society.

The process of changing requires financial, human, and intellectual resources. Policy-makers, administrators, and teachers in mainstream settings are primarily in charge of the successful inclusion of students with SEN. Educational environment needs major changes. For them to happen there should be intervention and support at many levels in order to:

• provide a legal framework for successful development of inclusive education at national and regional levels;

• provide the means of access to information which are required to meet special educational needs, including ICTs and assistive technologies;

• organize the training of teachers and staff in order to instruct them in modern pedagogical methods and ways to use new hardware and software required to enhance the effectiveness of education;

• modify the curriculum appropriately;

• raise awareness of teachers, school/institute staff, parents, and peers regarding a change in culture and their attitude toward students with special needs to be educated within the communities;

• involve parents in the development of inclusive education;

• create physical access to and in buildings, including transport and suitable interior design

Benefits of Inclusive Education

❖ **Benefits for people with special educational needs**

In a study comparing students with SEN in a special education environment to the ones in an inclusive environment, statistics showed that those in the inclusive setting made more academic progress. Improvements have been noted in the areas of social interaction, appropriate behaviour, selfesteem, and language development. Being involved in the same learning activities as their peers allows children with SEN to develop better interpersonal skills. Often such children are lonely, and increased social connections through contact with peers, friends, and teachers give them more chances to form relationships with community members.

❖ **Benefits for people without special needs**

The research points the benefits not only for students with SEN, but for their non-disabled peers as well, most of these benefits being social in nature. The most significant benefit attributed to inclusion practices seems to be the increased diversity awareness and tolerance. Students learn to be sensitive to the needs of others and can be 'helpers – not superiors, but useful'.13 Serving students with special needs, their peers obtain such features as willingness to help, which remains with them for the rest of life.

❖ **Benefits for teachers**

In spite of the widespread opinion among teachers, that they need special skills to teach children with special needs, research has shown that in most cases inclusion can be successfully implemented through good, clear, accessible teaching which encourages the active participation of all students. Such practices show teachers that all students have skills and strength, and create awareness of the importance of a direct individual way of instruction. In this connection, inclusive education can act as a catalyst in educational practice, thus improving the quality of education

❖ **Benefits for society**

Inclusion also has a great benefit for the society, as it supports the social value of equality by providing a miniature model of the democratic process. Inclusion can help overcome discrimination and break the cycle of exclusion. Discriminatory attitudes toward people with special needs persist in the society because of scarce awareness and information on how to live close with such people. It is difficult to break down the attitudinal barriers, but experience has revealed that, within the right context, people can

be more tolerant and helpful and gain the skills of socialization and collaboration. It seems to be the only way to uphold the civil rights of disabled people.

Conclusion

We all believe that Inclusive education definitely works to identify all barriers to education and remove them and covers everything from curricula to pedagogy and teaching. The system of inclusive education has many advantages with specific and unavoidable disadvantages; if the authority can cope with the disadvantages and if they can reduce the disadvantages only then it can pay off, otherwise not.

References

Austin, R. (2006). ICT and educational (dis)advantage: families, computers and contemporary social and educational inequalities. *European Journal of Teacher Education*, 29(2), 145–161.

Kruger, T., & Cherednichenko, B. (2006). Social justice and teacher education: Re-defining the curriculum. *The International Journal of Learning*, 12, 1–8.

http://www.un.org/documents/ga/res/48/a48r096.htm

http://www.sedl.org/change/issues/issues43.html

http://www.unesco.org/education/pdf/SALAMA_E.pdf

EFFECTIVE METHODS FOR ESTABLISHING INCLUSIVE CLASSROOMS

*Thangapushbam. V
Assistant Professor of Education
**Vennila Shantha Ruby .C
Assistant Professor of English
St.Ignatius College of Education, Palayamkottai.

ABSTRACT

A high quality education system is one that achieves quality and equity. In order to provide all students with meaningful access to and advancement in the general education curriculum, effective teachers must be reflective practitioners who are adaptable, responsive, and aware of and use differentiated, universally designed, culturally responsive, and evidence-based practices as well as assistive and instructional technologies. Differentiating Instruction for All Students offers more information than any other work on the market regarding the use of assistive and instructional technologies across the curriculum, as well as universally designed, culturally sensitive, and evidence-based practices. Teachers who rate high in adapting and calibrating instruction for students who have special needs are the most successful. This paper focuses on how the teachers explore attitudes about ability and disability, effective strategies that educational institutions can adopt to create inclusive environments, address challenges, and ensure optimal learning outcomes for all students and the significance of inclusive education in promoting the active participation and academic achievement of students with special needs.
Keywords: Inclusion, Effective instructional practices, Strategies, Education, Curriculum

Introduction

The term "inclusion" is used frequently in the context of education, especially in England and Wales where schools and teachers are required by the National Curriculum to make sure all students, regardless of their unique requirements, are included in meaningful learning. To put it simply, inclusion in education refers to giving every child equal access to learning and opportunity for success, regardless of their unique requirements or learning challenges. Giving children with special education needs extra support is only one aspect of inclusion in the classroom. We recruit the best, most diverse and innovative faculty and staff around the world and support a vibrant intellectual community . It is about establishing an inclusive learning environment for all students, regardless of whether they struggle academically for other reasons, are members of a minority group, speak English as a second language, have a handicap, or come from a low-income home. All children want to learn in a place where they feel safe, accepted, and included. Professional educators, especially teachers at the elementary school, kindergarten, and preschool levels, play an important role in building learning environments inclusive of young learners of all abilities and backgrounds. An elementary education that is inclusive, supportive, and accepting can have a positive short- and long-term impact on all learners. Students with disabilities who learn in inclusive classrooms perform better academically, have higher attendance rates, and have fewer behavior problems, among other benefits. Inclusive classrooms also give students without disabilities a better learning experience. Educators who promote inclusion are more likely to use teaching strategies that adapt to the learning styles of all students. Evidence also shows that students who learn alongside a student with a disability hold less

prejudicial views and are more accepting of people who are different from themselves. Inclusive classrooms provide many benefits for students' academic, emotional, and social development.

Inclusive Classroom Strategies

1. Define clear minimum standards for behaviour.
2. Enforce those standards consistently.
3. Deal with low level disruption in a sensitive way.
4. Create opportunities to listen to all children.
5. Develop a 'scaffolded' approach to learning.
6. Be aware of the specific needs of every child in your class.
7. Provide support for them in ways which benefit all children in your class.
8. Create a calm, purposeful learning environment.
9. Clearly display timetables and key information.
10. Use pre-assessment to inform your planning.
11. Let children choose how to show what they have learned.
12. Don't compare the progress of one child to another; personal progress is key.

Teaching Students with Disabilities in Inclusive Classrooms

Teaching students with disabilities requires you to use an inclusive classroom. Here are tips, methods, and strategies to help you design your inclusive classroom and teach all your students to a standard of excellence. Inclusive classrooms benefit all students that learn within them, helping to create an environment where all students, regardless of whether they have a disability, have the chance to thrive and learn in a meaningful way. The benefits are there for each student in the class, but they are often most impactful for students with disabilities. Students with disabilities may suffer from a variety of issues, which include can include: Autism spectrum disorders, Dyscalculia, Dyslexia, Executive functioning & ADHD, Hearing loss, Language processing disorder.

These disabilities can make learning more challenging for students and teachers alike, affecting the way students think, spell, read, or write. There are other challenges as well, like coordination issues, difficulty with concentration and memorization, poor handwriting. An inclusive classroom helps to create an atmosphere where education is tailored to the students and their learning styles, enabling them to be free to learn in whichever style is most conducive to the individual.

Universal Design for Learning (UDL)

Our education must reflect this ideal if we are to create inclusive classrooms and support every student. Instead of designing a session and then worrying about how the various pupils in our class will be interested, using UDL helps us to consider the barriers that our curriculum can offer to students and to create our lessons as barrier-free as possible. Your class will always be diverse, so making plans doesn't have to wait until you know for sure who will be attending. For instance, we are aware that students with learning disabilities (LDs) may encounter difficulties finishing assignments that call for reading, math, or organisation. These supports will be helpful to a lot of other kids as well, and we can plan our classes ahead of time to include assistance for those who will struggle with these learning challenges. It's critical that we never forget that inclusive classrooms are places where everyone is made to feel valued and welcomed.

Togetherness

For instructors, teaching can sometimes feel like a lonely and isolated endeavour. Our relationships with our coworkers are really crucial. Collaboration is essential for success, and we may learn from them. We need to establish a relationship with our students' family as well. Our students are most familiar with

them because they were their first teachers. In "school-centric" collaborative environments, parents are perceived as ignorant and school professionals as experts. The family-school bond is harmed by this kind of approach. Keep in mind that parents are excellent sources of information about what works for their kids and can share this knowledge with the teacher or curriculum specialist [7].

Benefits of Education with Inclusion

❖ **Improved academic results:** By offering a variety of views and learning styles, inclusive education can help all students achieve better academic results. Studies have indicated that pupils in inclusive classrooms outperform their non-inclusive counterparts on assessments and graduate at a higher rate.

❖ **Sense of belonging:** Encouraging a sense of belonging among pupils is another benefit of inclusive education. Pupils who have a sense of belonging in their classroom and school are more likely to be actively involved in their education and to get along well with both teachers and their peers.

❖ **Reduced stigma:** Through encouraging tolerance and comprehension among students, inclusive education helps lessen the stigma attached to children with special needs or those with disabilities. Enhancing the degree to which people with disabilities are embraced and integrated into society.

Conclusion

Number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which all students perceive to be valued and able to succeed.

References

Woods, A., Comber, B., & Iyer, R. (2015). Literacy learning: Designing and enacting inclusive pedagogical practices in classrooms. *In Inclusive pedagogy across the curriculum*,7,45-71.

Milton, M., & Forlin, C. (2017). *Inclusive principles and practices in literacy education*. Emerald Group Publishing.

Burgstahler, S., & Cory, R. (2008). *Universal design in higher education: From principles to practice*. Cambridge, MA: Harvard Education Press.

https://www.waldenu.edu/programs/education/resource/best-practices-for-building-an-inclusive-classroom

https://planbee.com/blogs/news/how-to-create-an-inclusive-classroom-12-tips-for-teachers

https://study.com/resources/inclusive-special-education-classroom

https://www.ldatschool.ca/strategies-inclusive-classroom/

VOCABULARY DEVELOPMENT THROUGH MNEMONIC TECHNIQUE IN AN INCLUSIVE CLASSROOM

*Merlin Malar.N
Ph.D. Scholar
**Dr Gireesh Kumar.K
Assistant Professor
N. V. K. S. D. College of Education, Attoor, Kanyakumari – Dist. Tamil Nadu

ABSTRACT

Vocabulary is an essential part of language ability that has a considerable impact on personal, academic, and professional success. It is essential for successful communication, critical thinking, academic achievement and cognitive development. Vocabulary development is the characteristic of a well-educated person, and it is closely related to reading comprehension in particular and academic achievement in general. Mnemonic Techniques are memory-improving instructional techniques in which students are trained to connect new material presented to information they already know. Mnemonic techniques are great for vocabulary learning because they don't require a lot of extra materials or ahead planning, making them suitable for students of all ages. Students can utilise them in their language learning exercises to help them learn and retain vocabulary input. It is a useful tool for boosting word acquisition and memory. It makes memorization more enjoyable and effective. These are the techniques for memorising any given piece of information employing the concepts of association, attention, structure, meaningfulness, and imagery. The main goal of creating mnemonic techniques is to find a means to connect new vocabulary to information already in students' long-term memory.

Keywords: Vocabulary Development, Teaching and Learning, Mnemonic Technique, Memory

Introduction

Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading and learning disabilities that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention. By using Mnemonic Technique we can help the disabled children to memorize a phrase or idea with patterns. People with dyslexia have normal intelligence and usually have normal vision. Most children with dyslexia can succeed in school with tutoring or a specialized education program. Emotional support also plays an important role. Signs of dyslexia can be difficult to recognize before your child enters school, but some early clues may indicate a problem. Effective communication requires the development of one's vocabulary. A large vocabulary allows people to express themselves clearly, promoting clarity and nuance in communication. It improves linguistic abilities, aids

comprehension, and fosters adaptation in a variety of circumstances. A broad vocabulary helps with problem-solving in communication, is essential in professional contexts, and promotes confidence. A large vocabulary is a dynamic and adaptable instrument that goes much beyond ordinary language skills. It increases professional achievement, promotes interdisciplinary understanding, promotes continuous development, facilitates global communication, and improves emotional intelligence. Thus, vocabulary development and nurturing serve as a cornerstone for individual growth and achievement in a variety of areas of life.

Development of vocabulary

Vocabulary is the smallest meaningful part of the language. Even a single vocabulary may constitute a meaningful unit. It can help to express our personal feelings and requirements. It is difficult for the teachers to teach the students or make them learn the new English vocabulary. Learning new vocabulary involves knowing the different shades of meaning, use in context, grammatical characteristics, pronunciation, and so on.

Teaching vocabulary to students at a young age is a critical step in helping them master a language. Language learning is a vital process for students. With enough vocabulary proficiency, students will be able to combine words to convey meanings to others. Vocabulary development is an important component of effective communication since it allows for better expression, comprehension, and connection with others.

Vocabulary development plays a crucial role in human beings' lives and future possibilities. It is an essential part of language ability that has a considerable impact on personal, academic, and professional success. It is essential for successful communication, critical thinking, academic achievement and cognitive development. According to Crystal (2003), "Vocabulary is the Everest of a Language." Vocabulary development is the characteristic of a well-educated person, and it is closely related to reading comprehension in particular and academic achievement in general. Hoshino (2010) points out that vocabulary is not only an important element in language learning but also a necessary component for improving competency in all areas of communication. Vocabulary has always been a crucial challenge in English language learning and teaching.

Memory

Memory is the most important part of the teaching and learning process. It is significant to the extent that it supplies helpful fodder for thought. Without memory, an individual's ability to succeed would be essentially non-existent. It is difficult to recollect something that you have not learned or comprehended since memory functions when ideas are taught, retained, recalled and recognised. Memory has a significant impact on future vocabulary and grammar proficiency. Short-term memory and long-term memory are the two primary types of memory. The information that is being processed (a new word met for the first time)

is stored in short-term memory. It is rapid, but owing to its limited storage capacity, it can only keep information for a brief period of time. Long-term memory, has an infinite store capacity but is a little slow. The goal of vocabulary learning and teaching is to move lexical information from short-term to long-term memory (Schmitt, 2000). Mnemonic systems are methods of instruction that are employed purposefully to improve memory. It assists in the application of knowledge previously stored in long-term memory, making memorising easier.

Mnemonic Technique

The term "mnemonic" is derived from the Greek word mnemosyne, which means to remember a Greek goddess (Amiryousefi & Ketabi, 2011). "A mnemonic device is a mechanism for organising and encoding information through the design and usage of cognitive cuing structures, (Bellezza,1980). Mnemonics were originally used around 500 B.C. (Yates, 1966). A mnemonic is a technique that aids memory by associating it with something more meaningful or structured.

Mnemonics are memory strategies that make memorization more enjoyable and effective. These are the techniques for memorising any given piece of information employing the concepts of association, attention, structure, meaningfulness, and imagery. Memory is generated from birth and is a constant process of events, experiences, and situations as seen via the senses. The massive volume of data should be kept consistently so that it may be quickly retrieved when needed. Mnemonics are similar to catalogues in that they assist us in memorising information in such a way that it is stored in such a structured manner that retrieval is an easy effort. It is a memory-improving instructional technique in which students are trained to connect new material presented to information they already know. Mnemonics are most commonly used verbally. It can be used to remember verbal, visual, or kinesthetic information. It is a link between the information that has to be remembered and the information that is easier to remember; particularly information that has already embedded meaning, such as personal or amusing information. According to Solso (1995), mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information and the recall of information contained in memory. The main way to transfer the vocabulary items from short-term to long-term memory and create a strong connection is by finding some elements in the mental lexicon to attach the new lexical item to (Schmitt, 2000). The main goal of creating mnemonic methods is to find a means to connect new vocabulary to information already in students' long-term memory.

Purpose of Mnemonic Techniques

The purpose of the mnemonic method, according to Simanjuntak (2017), is to

- ❖ help students recall knowledge that involves the name of a place, person, or other date by linking it with a moment or associated occurrences.

❖ Enabling people to retain long-term knowledge so that they can refer to it when needed.

❖ Apply the various strategies to move information from short-term memory to long-term memory.

Types of Mnemonics

Anna (2023) categorised mnemonic techniques in several ways.

Music Mnemonics

Mnemonics can be songs and jingles. Children frequently recall the alphabet by singing the ABCs. Names Mnemonics (acronyms)

Each word's first letter is joined to form a new word. For example, VIBGYOR (or ROY G BIV) for rainbow colours or HOMES (Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, Lake Superior) for the Great Lakes.

Acrostic Mnemonics-Each word's first letter is joined to produce a phrase or sentence, such as "Richard of York gave battle in vain" for the rainbow's colours.

Models Mnemonics -A model is employed to help in the recall of information. This method's applications include the use of diagrams, cycles, graphs, and flowcharts to help grasp or memorise an idea. For example, Freytag's Pyramid can be used to demonstrate the various components of a five-act theatrical structure.

Odes Mnemonics-The information is inserted into a poetry or doggerel, such as "Note socer, gener, liberi, and Liber god of revelry, like puer these retain the 'e'" (most Latin nouns ending in -er drop the -e in all oblique situations save the vocative, which are the exceptions).

Note Organization Mnemonics-The note organisation approach can be utilised as a memorising strategy. This method's applications include the usage of flash cards and lists. Flash cards are made by writing a question or term on one side of a piece of paper and the answer or definition on the other.

Picture mnemonics-The information is built into an image - for example, the German weak declension can be remembered as five '-e's', resembling the state of Oklahoma in America, in a sea of '-en's'.

Connection mnemonics-New knowledge is linked to previously known knowledge.

Visualization mnemonics-Techniques like the loci approach allow the user to make unique associations in an imagined place.

Mnemonics in Vocabulary Development

Simanjuntak's (2017) explanation lays the groundwork for the success of mnemonic techniques in vocabulary development. Mnemonic techniques are useful tools for language learners because they allow users to correlate unknown words with well-known sounds, visuals, or information that has been committed to memory. It can be put into practice by having students develop a statement or story and then connect it to a well-known object or concept based on the song or image presented to them.

The pattern of linkage between previously learned and familiar information preserved in long-term memory facilitates the process of vocabulary growth. The students' comfort in remembering newly introduced terms is due to their familiarity with the associations. Furthermore, because of the particular pattern of connection produced by the use of mnemonic tools, students will find the memorial activity in the vocabulary acquisition process more engaging and memorable. Mnemonic techniques are great for vocabulary learning because they don't require a lot of extra materials or ahead planning, making them suitable for students of all ages. Students can utilise them in their language learning exercises to help them learn and retain vocabulary input.

Advantages of Mnemonic Techniques

1) Using the mnemonic method, students can learn what their teachers have taught them.

2) Using the mnemonic method, students can easily and successfully memorise the vocabulary.

3) The mnemonic techniques can help students learn and remember course material more effectively.

Disadvantages of Mnemonic Techniques

1) It takes time to prepare and arrange a learning programme.

2) Students are unable to connect and communicate directly with teachers; for example, asking for clarification is not well understood.

3) Modules arranged centrally imply that the content supplied is likely less relevant to the needs of the learners; for example, the terminology in the illustrations may be more confusing than necessary.

Conclusion

Developing vocabulary is one of the most difficult components of learning any language. Students commonly report their inability to recollect the terms they have studied. Students struggle to transfer knowledge from working memory to long-term memory because they are not making connections with the techniques. Teachers can attempt to overcome the challenge in the classroom using mnemonic techniques. Mnemonic techniques are useful tools for boosting word acquisition and memory. It should supplement, not replace, existing ways to vocabulary development.

References

Amiryousefi,A.,& Saaed,K. (2011). Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall. *Journal of Language Teaching and Research*. 1,178 -182.

Be Crystal, D. (2003). *The Cambridge encyclopedia of language*, CUP.

Crystal, D. (2003). *The Cambridge encyclopedia of language,* CUP.

Hoshino, Y. (2010). The categorical facilitation of L2 vocabulary learning in a classroom setting. *RELC Journal*,41(3),301-312.

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

Solso, R. L. (1995). *Cognitive Psychology* (4th Ed.). Boston: Allyn and Bacon.

Yates, F. (1966). *The Art of memory. London*, UK: Routledge and Kegan Paul Ltd.

https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3569&context=etd.

INCLUSIVE CURRICULUM DESIGN IN HIGHER EDUCATION

*Dr Rajalakshmi.V
Assistant Professor in Mathematics
St. Joseph College of Education
Vaikalipatti,Tenkasi District

ABSTRACT

Inclusion is about the right of all students to gain access to the same learning opportunities at university, and that all students should be provided with the support they need to enable them to achieve and to be valued for who they are. The Higher Education Academy (HEA) commissioned to support the higher education sector to think creatively about inclusive curriculum design from a generic as well as subject or disciplinary perspective. It is an imperative on institutions that they design their curriculum in such a way as to promote success among all students. An inclusive curriculum design approach is one that takes into account students' educational, cultural and social background and experience as well as the presence of any physical or sensory impairment and their mental well-being. It enables higher education institutions (HEI) to embed quality enhancement processes that ensure an anticipatory response to equality in learning and teaching. This practical guidance draws on a wide range of activity and innovation within the sector and offers examples of effective strategies and general resources to support the curriculum design process.

Inclusive curriculum Design

Inclusive curriculum design aims to support the learning of all students. This includes measures that may be put in place to support students with specific learning needs, or those in protected characteristic groups. But rather than treating these students any differently from their peers, inclusive curriculum design seeks to make positive changes to the curriculum for the benefit of all students. For example, if an educator is providing slides in advance of session or written notes for students with a specific learning difficulty, then they might consider also providing these for all students**.** Ensuring an inclusive curriculum design requires taking several factors into account, including the planning process, the learning environment (be it in-person, online, or blended), what materials will be used, and the methods of instruction. Attention to curriculum design encourages pre-planning and allows staff involved in teaching in higher education (HE) to adopt a proactive anticipatory approach to their learning and teaching. Inclusive curriculum design benefits both staff and students when it is based on principles of equity, collaboration, flexibility and accountability.

Principles of Inclusive Curriculum Design

A key aim of this is to widen the use of the term within the sector and extend the scope of inclusive practice to recognise that effective practice for one group can and should be effective practice for all. It is therefore desirable to extend strategies that may originally have been designed to meet the entitlements of specific students to benefit the whole student population. An inclusive approach has its foundation in a commitment to promoting equality and diversity by embedding the following principles in the design process:

Anticipatory: it is proactive in considering the entitlements of all students in the design and delivery of all activity, considering prospective and existing students as well as the whole student life cycle, from admissions through induction, the course and beyond. Adopting an anticipatory approach reduces the need

for reactive and individualized responses that can arise when inclusive issues have not been considered at the design phase.

Flexible: it is open, versatile and responsive to an evolving student population, and to changes in circumstances that may require adaptations to the timetable or delivery format to accommodate student availability, for instance blended learning.

Accountable: it encourages staff and students to be responsible for the progress they have made against equality objectives and actions agreed.

Collaborative: it builds on partnership between students, colleagues and other stakeholders including professional bodies, sector bodies, international partners and employers to enrich the curriculum content and relevance. It is important that staff is receptive to feedback recognizing that developing inclusive provision is an ongoing process that benefits from the active involvement of all participants.

Transparent: it makes clear the reason for design decisions by increasing general awareness of the benefits for all and reduces the possibility of misunderstandings based on perceived preferential treatment.

Equitable: it ensures the processes and procedures used for students are the same and decisions are made in a fair, open and transparent way.

Inclusive Curriculum Design: Producing a quality experience

Inclusive curriculum design is a process that is guided by inclusive principles and includes a review of and response to the context, students and wider stakeholders. The design process is ongoing and has several outputs notably:

- ❖ Revision or completion of validation paperwork
- ❖ Approval by a range of individuals including staff and students
- ❖ An array of ideas, plans or materials for use when the course is taught.

There should be a clear connection between the design process and the eventual module delivery. Arguably, an inclusive approach to design is necessary if inclusive delivery is to become not just possible, but inevitable. The interaction between delivery and ongoing changes to the design of a course is closely bound to quality assurance and enhancement procedures including annual and periodic reviews. Quality procedures and how they operate within each institution will vary. Nevertheless they provide a framework in which curriculum design will take place and therefore inclusion can be addressed. For staff with responsibility for quality and inclusion, reviewing how quality processes can support inclusive curriculum design is one way of raising the profile of inclusive principles and considerations, a necessary step in beginning to bring about institutional change as well as change within their department or discipline. Whereas an inclusive design process emphasises a proactive and anticipatory approach, inclusive delivery also requires responsiveness to students enrolled on the module. Quality procedures support the adoption of underpinning principles by ensuring that an inclusive design is based on acknowledging all students are entitled to access the curriculum and engaging with past, present and prospective students.

Various Components in the Inclusive Curriculum Design

It is rare that it will be considered in a linear form, addressing each in turn, unless a programme and its components are being created from scratch. It is possible that the opportunity to address components may be piecemeal and sometimes opportunistic (triggered by a particular event, process or change in student profile) rather than planned. Effective consideration of inclusion does not necessarily happen at defined points in the design process, although this may happen, for example, through responding to specific questions in the validation or quality assurance processes. It is possible to think about inclusion at any point

in the design process and frequently decisions made in one component will have implications for other areas. It is important to recognise the implications that changes may have for the overall goal of an inclusive curriculum design and the alignment of the components within a module and programme. For example, changes to the type of assessment should result in changes to the learning outcomes of the module and changes in the institutional ICT provision might support inclusive curriculum design developments with respect to different teaching methods, such as being able to build group work outside teaching sessions that would not have been practical in the past.

The way in which validation and quality assurance processes and particularly paperwork are structured can determine the sequence in which design components are discussed and considered. Although this may be helpful as a way of structuring and making consideration of design components more routine, it also has the potential to inhibit more creative thinking. Considering the different components in a more fluid manner can result in some innovative solutions and support more gradual or phased change when resources are constrained.

- ❖ **Aims** to cover the overall goals for a programme or module.
- ❖ **Assessment** to cover the different types of assessment undertaken by the student, their peers or the tutor, *formative assessment* that informs and supports future learning, *summative assessment* that provides a grade.
- ❖ **Objectives** to cover the broad content and teaching intentions for a programme or module including experiences or opportunities provided for students to acquire new skills.
- ❖ **Learning activities** to cover activities that may be influenced by the teacher and involve students working independently, either alone or in groups, outside the learning environment.
- ❖ **Learning outcomes** to cover what students will be able to do at the end of the programme or module and demonstrate in formative or summative assessment.
- ❖ **Module** sometimes referred to as a course or unit, it contributes to a wider programme or programmes of study.
- ❖ **Programme** the overall structure for a qualification that is made up of modules, courses or units of study.
- ❖ **Syllabus** to cover the module's content.
- ❖ **Teaching and learning materials** to cover the resources used to deliver the curriculum, provide relevance and ensure access for all students.
- ❖ **Teaching methods** to cover activities developed and delivered by the teacher undertaken in face-to-face or online context.

Conclusion

An inclusive curriculum design not only needs to think about how all students will access the curriculum but also needs to consider how inclusion can best be integrated into each component. It provides Generic questions when designing the curriculum to help ensure that all students' entitlement to access and participate in a course are anticipated, acknowledged and taken into account. Inclusive curriculum is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups. It aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle.

References

Hatton, N. & Smith, D. (1995). Reflection in teacher education: towards definition and implementation. *Teaching & Teacher Education,* 11(1), 33-49.3

Healey, M., Flint A. & Harrington K. (2014). *Engagement through partnership: students as partners in learning and teaching in higher education,* Higher Education Academy.

Bagihole, B. (1997). *Equal Opportunities and Social Policy: Issues of Gender, Race and Disability*. London: Longman.

Ball, S. (2009).*12 Steps Towards Embedding Inclusive Practice with Technology as a Whole Institutional* Culture in UK Higher Education. www.techdis.ac.uk/getTCI [8

Centre for Higher Education Research and Information. (2009). *Report to HEFCE on student engagement. London: Centre for Higher Education Research and Information*, The Open University.

Craig, N.,&Zinkiewicz, L. (2010).*Inclusive practice within psychology higher education*. York: The Higher Education Academy Psychology Network.

www.ecu.ac.uk/publications/files/equality-act-2010-briefing.pdf/view

PROMOTING EQUALITY, DIVERSITY & INCLUSIVE LEARNING ENVIRONMENT IN THE CLASSROOM

*Dr Albert Prince Kumar. J
Principal, St.Johns College of Education, Veeravanallur
**Dr Febila Josephin. J.S
Principal, PET College of Teacher Education, Vallioor

ABSTRACT

Promoting equality, diversity and inclusion (ED&I) in the classroom and beyond should be a cornerstone of effective teaching practice and a leadership priority. All children are entitled to a high-quality education in a nurturing and inclusive environment, where all can thrive, make progress and fulfil their potential. Equality and diversity is the idea of promoting and accepting the differences that exist between people. Equality is to ensure nobody is discriminated against in any way whatsoever on grounds of age, race, sex, gender, learning difficulties and disabilities, physical disability, religion, marital status, sexual orientation or financial status. Diversity, on the other hand, is enabling and valuing the differences within, between and among people. Equality and diversity, sometimes called multiculturalism, is the concept of accepting and promoting people's differences. The fundamental goal when promoting equality is to raise awareness and make sure that all individuals are treated equally and fairly. This is regardless of their age, gender, religion, disability, sexual orientation, or race. The promotion of diversity and equality in education is paramount for both students and teachers. The goal is to create an inclusive classroom environment – a safe place without prejudice – where students have the opportunity to thrive. Successfully teaching and raising awareness of diversity works to highlight individual characteristics and traits that make people unique rather than different. Young people need to have an understanding of equality and human rights. This knowledge helps them to understand how they should be treated and how to treat others. When students are taught to respect diversity, they gain knowledge and understanding that can help them to improve relationships, tackle prejudice, and make positive decisions throughout their lives. In today's challenging and diverse society, one must instil young students with positive and open-minded attitudes.
Keywords: *Equality, Equity, Diversity, inclusion, multiculturalism*

Introduction

Promoting equality, diversity and inclusion in education is essential for both staff and students. Not only is it a legal requirement, but every member of the school's community is entitled to a learning and working environment where they can thrive together and celebrate their uniqueness. The objective of an inclusive classroom is for all students to be valued in the classroom for their diverse abilities, experiences and perspectives. This is accomplished through methods, strategies and materials that are not only diverse (related to race ethnicity, gender, sexual orientation, culture, religion, mental and physical ability, and socio-economic status), but also accessible (limiting barriers of access to all students).

In an equitable and inclusive classroom every student has equal access to learning, is treated equitably by the learning community, and feels valued and supported by their instructor and peers. These learning environments emphasize the importance of cultural awareness, value all social identities, and consider the impact of systemic inequities (Thomas, C., 2014). Identifying these important factors shapes the classroom

experiences and impacts student learning.Whilst equality, diversity and inclusion are closely related, and often discussed as a single concept, it is useful to consider the individual terms and their meanings.

Equality -means that everyone is treated the same, is treated fairly and has the same opportunities. Equity is slightly different from equality in that it recognises that each person has different circumstances. This means that varying types or levels of support might be required, depending on individual need, to take full advantage of equal opportunities.

Diversity-means recognizing, respecting and welcoming everyone's different backgrounds, identities and experiences. Promoting diversity celebrates people's differences and uniqueness.

Inclusion-means that everyone is encouraged to retain their uniqueness, they aren't singled out for being different, and have a sense of belonging and being valued. Inclusion importantly goes a step further than diversity. Promoting diversity is sometimes criticised as a tick-box exercise, often driven by data. For example, a school could claim to be 'diverse' based on numbers of pupils and staff who meet a certain criterion. However, if a school is truly inclusive, then they ensure that every member of that diverse community is nurtured, celebrated, and feels secure and included within the school community.

Preparing an Equitable and Inclusive Classroom

When designing courses with inclusivity in mind, they should reflect diversity of varying viewpoints, opinions and perspectives. Further, the classroom must promote and support students in developing the responsibility to understand and value cultural attitudes, including those different from their own. To achieve equity within the classroom and beyond, designing a course that creates an authentic environment and offers autonomy is intended to influence students' success. To achieve this goal, it is necessary to consider the inclusivity of your learning outcomes, teaching methods, assessments and activities.

Learning outcomes: Learning outcomes should have inclusive elements even if the course has specific restrictions such as accreditation requirements. When developing or revising learning outcomes consider not only student understanding and abilities but also students' diverse perspectives and unique interests. Design outcomes that encourage students to analyze thoughtfully, think critically and explore new ideas or perspectives.

- ❖ **Teaching methods:** Approach your instruction by considering the diverse needs and backgrounds of all your students (e.g., situational factors). Take time to reflect on your teaching methods, how they support the diverse needs of students throughout the learning process, and adjust methods as needed.
- ❖ **Assessments:** It is important to utilize formative assessments where students can monitor their progress throughout the course, before, during and after learning. Provide students the opportunity to demonstrate their learning in different modes and modalities. Doing so enhances the learning experience for all students and may increase their likelihood of success.
- ❖ **Activities:** There should be variability in activities to support all students. Design activities that encourage autonomy where students can contribute freely. Help students feel that their perspectives are valued and respected. Authentic activities may increase engagement and help students deepen their understanding.

Approach to Promote Equality and Diversity in the Classroom

- All students are equal regardless of their religious beliefs, sexual orientation, race, gender, and gender identity**.** Although this is an important principle, one should teach the students that this doesn't mean everybody in the classroom is treated the same. Occasionally, it means that people require extra help so that they are provided with the same opportunities and outcomes as others.
- Differences are respected, recognised, and valued because diversity is strength-In school, all differences are taken into account as one work hard to eliminate the disadvantages and barriers with which some people are faced. These differences may relate to ethnicity, gender, faith, disability, or sexual orientation. One should believe that diversity is a strength, and it should be celebrated and respected by all the school's students, teachers, and visitors.
- Positive relationships and attitudes are fostered throughout the school. Students, staff, and visitors will benefit if actively promote mutual respect and positive attitudes between communities and groups that differ from one another. A shared sense of belonging and inclusion is encouraged in the classroom.
- All members of the school community to share a sense of belonging in both the school and the wider community. This will help each individual to feel respected as an individual and to respect one another. This feeling of mutual respect makes it easier for students to participate in school life fully. Actively observe and promote equalities practised for our staff.
- All school policies and procedures are designed to benefit all employees and potential recruits in every aspect of their work. These procedures are active throughout a member of staff's career, from recruitment and promotion, through to personal development. Highest expectations for all our students.
- Believe that all pupils can achieve good progress and attain their highest potential.
- Work hard to raise standards for all our students, especially those most vulnerable.
- It's part of the school's ethos to improve the quality of education throughout the most vulnerable groups of students. This helps to raise the standards throughout the whole school while actively promoting inclusion and respect.
- Challenge stereotyping and prejudice-In school, all incidences of prejudice-based bullying are reported and challenged. This includes racism, homophobia, or the bullying of somebody due to a disability. One should actively challenge gender-based and any other stereotypes than are causing concern.

Principles for Equality and Diversity Policy

- Developing an ethos that values and respects all people.
- Actively promoting the equality of opportunity.
- Preparing all pupils for life inside a diverse society.
- Fostering good relations amongst both the school community and the wider communities with which you work.
- Eliminating all forms of unfair discrimination, harassment, and other oppressive behaviour, using the School Disciplinary Procedures when appropriate.
- Delivering diversity and equality through school policies, practice, and procedures.

- Using all available resources to eliminate barriers which could discourage or limit access to school activities and provision.
- Taking positive action to offer support and encouragement to groups and individuals whose progress could be limited by cultural expectations and stereotypes.
- Monitoring the implementation of equality and diversity throughout the school.
- Setting targets for improvement and evaluating the impact of equality and diversity action on achieving the goals of the school.

Promoting Equality, Diversity and Inclusion at School Level

An ethos of, and true commitment to, equality, diversity and inclusion should be embedded in the school culture, and a core part of creating a positive learning environment.

This should include:

- **Setting Clear Expectations** -A school's policies and procedures (including behaviour policies, anti-bullying policies, staff code of conduct, etc.) should clearly state the expectation that everyone is to be treated fairly and equitably.
- **Challenging Negative Attitudes** -The school should have a clear policy with regards to discriminatory behaviour and language. This should never be dismissed as banter. Support strategies – there should be strategies in place to encourage anyone to come forward if they are experiencing or witnessing anything that violates the school's commitment to equality, diversity and inclusion.
- **Creating an Inclusive Culture** – including whole school representations of diversity can be a powerful tool to promote inclusion. This can be done in a multitude of ways – from the images and posters used around school, to the religious and cultural events that are recognised, to the uniform policy.
- **Providing Effective Training** – Teachers should be trained in equality and diversity. This could include explicit Equality, Diversity and Inclusion training, but also training that illustrates how important inclusion is for all aspect of education, including provision for Special Educational Needs and/Disability, safeguarding topics such as Harmful Sexual Behaviour and Preventing Radicalisation and Extremism, and Mental Health and Wellbeing.
- **Reflecting Inclusion in the Curriculum** - Exploration of topics such as celebrating difference, recognising and avoiding stereotypes, prejudice and discrimination form key parts of many statutory programmes of study at all key stages – most notably relationships education, sex and relationships education, and health education.
- As well as explicitly teaching these topics, schools can go further by ensuring representation of diversity across the wider curriculum. It is incredibly important that children and young people see themselves and their experiences reflected positively in the texts and resources they encounter.
- **Seeking out Feedback** – it is not enough to implement inclusive strategies, you need to actually make sure that pupils and staff feel included. Use pupil voice or staff surveys, school councils, peer support groups, etc., to regularly check in to see if staff and students feel that the setting is meeting their needs in terms of inclusivity. Use those opportunities to welcome suggestions as to what more could be done.

Conclusion

Promoting equality, diversity and inclusion in the classroom helps to ensure that each student is able to learn in an environment where all aspects of their identities are recognised and respected, and where they

feel safe and secure. By explicitly teaching about the importance of ED&I, and modelling commitment to it, schools are instrumental in empowering children and young people to live their lives in a way that is respectful, tolerant and inclusive. Equality, diversity, and inclusion are essential components of a healthy school culture and should underpin every element of school life. Schools and multi-academy trusts that prioritise EDI create a positive learning environment where every student and staff member can thrive. Promoting EDI among staff is an on-going process that requires continuous effort and engagement, however, by promoting EDI in every aspect of school life, we can prepare students to live and work in a diverse world.

References

Almendros, I.C. et al. (2020), *Educational inclusion and equity in Latin America: An analysis of the challenges*, PROSPECTS, 49(3-4),169-186.
https://unesdoc.unesco.org/ark:/48223/pf0000372300
https://allchildrenlearning.org/assessment-topics/adapting/adapting-assessments-for-students-with-special-needs/
https://doi.org/10.1787/94ab68c6-en.
https://doi.org/10.1787/9a6b6f3a-en.
https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/
https://www.varkeyfoundation.org/what-we-do/research/g20/education-equity-and-inclusion
https://www.linkedin.com/pulse/ways-promote-equality-value-diversity-teacher-david-sudhir-otieno
https://www.strictlyeducation.co.uk/news/importance-of-equality-diversity-and-inclusion-schools-academy-trusts
https://www.buffalo.edu/catt/develop/design/equitable-inclusive.html
https://www.oecd-ilibrary.org/sites/d352812f-en/index.html?itemId=/content/component/d352812f-en
https://www.linkedin.com/pulse/ways-promote-equality-value-diversity-teacher-david-sudhir-otieno

INCLUSION OF EMOTIONAL INTELLIGENCE (EI) IN INCLUSIVE EDUCATION

*Priscilla.I
Research Scholar
Tamil Nadu Teachers' Education University,
V.O.C. College of Education, Thoothukudi

ABSTRACT

The article deals with the need for including EI in Inclusive education. Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Inclusion means giving due respect to the feelings, thoughts, actions and words of other members in a group. In a normal classroom, students who are proficient in their studies lack certain emotional intelligence. With this focus, one may develop an idea that it will be difficult to train special children. But emotional literacy can be developed in special children also. Proper attention and care help in creating a culture of respect and inclusivity in the classroom.
Keywords: *Emotional Intelligence, Inclusion, Inclusive Education, emotional literacy, empathy.*

Introduction

Emotions are, in essence, impulses to act, the instant plans for handling life that evolution has instilled in us. The very root of the word emotion is motere, the Latin verb "to move," plus the prefix "e-" to connote "move away," suggesting that a tendency to act is implicit in every emotion. That emotions leading into actions is most obvious in watching special children.

Emotional Intelligence

Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

The ABCs of Emotional intelligence are self-awareness, in the sense of recognizing feelings and building a vocabulary for them, and seeing the links between thoughts, feelings and reactions. It also takes the form of recognizing your strengths and weaknesses and seeing yourself in a positive but realistic light.

The second emphasis is on managing emotions: realizing what is behind a feeling, and learning ways to handle anxieties, anger and sadness. Taking responsibility for decisions and actions, and following through on commitments is also emphasized.

Empathy is a key social ability; it means understanding other's feelings and taking their perspective, and respecting differences in how people feel about things.

Inclusion of EI in Inclusive Education

Quality education is the need of the hour also for special children, regardless of their challenges. Inclusive education was introduced with this motive so that our society will thrive. Special children have a lot of emotional and behavioral challenges and fostering emotional intelligence in them will be even more critical. Introducing EI in special education can create a supportive and empowering learning environment for special students.

The following steps can be followed to effectively address EI in inclusive education

- Creating a safe and Nurturing Environment
- An inclusive classroom environment itself means that all the students feel valued, respected and supported. Such a safe environment which encourages open communication and active listening should be created. It helps to understand the emotions and experiences of special children.

Teaching Emotional Literacy

Emotional literacy enhances schools' ability to teach. Special children should be given explicit instruction on emotional vocabulary and recognition. Teachers should help the students to identify and label their emotions and train them to express themselves with the necessary language.

Fostering Self-Awareness and Regulation

Special students should be supported to understand their emotional triggers. Strategies should be developed to self-regulate themselves. Yoga, mindfulness techniques and other coping mechanisms could be taught to overcome stress and anxiety.

Building Empathy and Social Skills

Promote empathy by focusing on relationships, including learning to be a good listener, being assertive rather than angry or passive. Special students should be provided opportunity to do collaborative projects, role play and problem solving activities to enhance positive relationships and social skills.

Implementing Individualized Plans

Each special child should be developed an individual education plan that describes the emotional intelligence goals to be achieved. By collaborating with parents, specialists and counselors unique needs of special students can be found and the strategies and interventions have to be tailored based on it.

Involving Parents and Caregivers

A strong partnership has to be developed with parents and caregivers so that a consistent and supportive environment can be created for the students. Providing regular updates and engaging in open communication will ensure a holistic approach to emotional intelligence development.

Conclusion

By prioritizing emotional intelligence in special education, we equip students with the tools they need to navigate their emotional challenges and succeed academically and socially. Let's foster an inclusive education system that values the emotional well-being of every student, ensuring they have the opportunity to reach their full potential.

Remember, every step we take to address emotional intelligence in special education is a step towards building a more compassionate and inclusive society.

References

Goleman,D. (2013). *Emotional Intelligence & Working with Emotional Intelligence. Bloomsbury.*

Emotional Intelligence. (2020, October 26). The Economic Times.

Poornima Rajendran, Athira, B.K., & Elavarasi,.D. (2020). Teacher competencies for inclusive education: will emotional intelligence do justice?.*Shanlax International Journal of Education*, 9(1), 169-182.

https://economictimes.indiatimes.com/definition/emotional-intelligence

https://en.wikipedia.org/wiki/Emotional_intelligence

https://janejacksoncoach.com/5-steps-to-raise-your-emotional-intelligence/

https://www.linkedin.com/pulse/emotional-intelligence-special-education-supporting-students-singh

https://searchcio.techtarget.com/definition/emotional-intelligence

https://doi.org/10.34293/education.v9i1.3494

PROVISIONS FOR DISABILITIES CHILDREN WITH IN INCLUSIVE EDUCATION

*Janet Godwin Asha.M
Assistant professor of Economics
PET college of Teacher Education, Vallioor
**Uthaya Geetha. S
Assistant Professor of Mathematics
PET College of Teacher Education,Vallioor

ABSTRACT

Every child is unique. They have different abilities and potential, and learn in different ways and at different paces. Schools in specific, and the community in general, should create such an environment so that all children are enabled to develop to their full academic, social, emotional and physical potential. It is important to note that a child's academic potential cannot be developed separately from her/his social, emotional, and physical potential, as these are interdependent aspects of a child's development. Without access to a comprehensive support system, many children with disabilities will never enroll in a school, will drop out, or will stay in school, yet be prevented from reaching their full potential. Individual support should primarily be given by the class teacher. However, the teacher may also need assistance from school-based and itinerant resource teachers to ensure that the children concerned receive quality support based on their individual learning needs.

Keywords: *Inclusive Education, Individualized Education Program,*

INTRODUCTION

Inclusive Education differs from previously held notion of integration and mainstreaming, which tends to be concerned principally with special educational needs' and implied learners changing or becoming ready for' accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept and ensure this right. It is thus about rejecting exclusion of learners for any reasons, maximizing participation of all learners, making learning more meaningful for all children and rethinking and restructuring school policies, curricula and practices so that all learning needs can be met.

Prevention of Disabilities - Since disability, in a large number of cases, is preventable, the policy lays a strong emphasis on prevention of disabilities. It calls for programme for prevention of diseases, which result in disability and the creation of awareness regarding measures to be taken for prevention of disabilities during the period of pregnancy and thereafter to be intensified and their coverage expanded.

Women with Disabilities - Women with disabilities require protection against exploitation and abuse. Special programmes will be developed for education, employment and providing of other rehabilitation services to women with disabilities keeping in view their special needs. Special educational and vocation training facilities will be setup. Programmes will be undertaken to rehabilitate abandoned disabled women/ girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills. The Government will encourage the projects where representation of women with disabilities is ensured at least to the extent of twenty-five percent of total beneficiaries.

Children with Disabilities - Children with disabilities are the most vulnerable group and need special attention. The Government would strive to: -

- ❖ Ensure right to care, protection and security for children with disabilities;
- ❖ Ensure the right to development with dignity and equality creating an enabling
- ❖ environment where children can exercise their rights, enjoy equal opportunities and full participation in accordance with various statutes.
- ❖ Ensure inclusion and effective access to education, health, vocational training
- ❖ along with specialized rehabilitation services to children with disabilities.
- ❖ Ensure the right to development as well as recognition of special needs and of care, and protection of children with severe disabilities.

Individualized Education Program (IEP): An IEP is a legal document that outlines the specific special education services and supports required by a child with a disability. It is developed in collaboration with parents, teachers, and other professionals, and it guides the child's educational program.

Reasonable Accommodations: Reasonable accommodations are modifications or adjustments made to the learning environment, curriculum, or teaching methods to meet the specific needs of children with disabilities. This could include providing assistive technology, additional time for exams, modified assignments, or alternative communication methods.

Trained Special Education Teachers: Inclusive education requires teachers who are trained to address the diverse needs of students with disabilities. These teachers should possess knowledge of various disabilities, different instructional strategies, behavior management techniques, and adapt the curriculum to meet each student's individual needs.

Assistive Technology: Assistive technology tools and devices play a crucial role in supporting the participation and learning of children with disabilities. These can include augmented communication devices, hearing aids, magnifiers, and specialized software that help students access educational materials and participate in classroom activities.

Collaborative Teaching: Collaborative teaching involves pairing a general education teacher with a special education teacher to jointly instruct all students in a classroom setting. This approach allows for differentiated instruction and provides additional support to students with disabilities while promoting inclusive learning environments.

Inclusive Curriculum: The curriculum should be designed to meet the diverse needs of all students, including those with disabilities. It should be flexible, accessible, culturally responsive, and provide multiple ways for students to learn and demonstrate their knowledge.

Sensitization and Awareness: It is essential to create an inclusive school environment where all students understand and respect each other's differences. Sensitization programs, awareness campaigns, and peer support initiatives can help foster a climate of inclusion, reduce discrimination or bullying, and promote positive attitudes towards students with disabilities.

Ongoing Support and Professional Development: Teachers and school staff need ongoing professional development and support to enhance their knowledge and skills in inclusive education. This could be achieved through training workshops, mentoring, and collaboration with other professionals specializing in disabilities.

Conclusion

By implementing these provisions, inclusive education can successfully accommodate children with disabilities and provide them with the necessary support to reach their full potential alongside their peers.

References

Bensimon, E. M. (2004). The diversity scorecard: A learning approach to institutional change. *Change,* 36 (1),45-52.

Harvey, W. B. and E. L. Anderson. (2005). Minorities in higher education 2003-2004: twenty-first annual status report. Washington, DC: American Council of Education. Hoyle, E. 1982. Micropolitics of educational organizations. *Educational management and administration*, 10 (2), 87-88.

https://medium.com/ungei-blog/gender-and-inclusive-education-the-weak-linkin-
girls-education-pr

https://mchb.hrsa.gov/maternal-child-health-topics/children-and-youth-specialhealth-needs

http://mchb.hrsa.gov/programs/index.html

https://kidshealth.org/en/parents/vision-factsheet.html

https://kidshealth.org/en/parents/hearing-factsheet.html

META COGNITION-A KEY TO UNLOCKING CREATIVITY

Sonia R
Full-Time Research Scholar
****Dr Deepa R.P***
Assistant Professor, NVKSD College of Education, Attoor.

ABSTRACT

Students' creative thinking abilities continue to be found to be lacking. Metacognitive strategies are one method for developing creative thinking skills. Students are taught to check their thinking to come up with ideas to solve the difficulty of making a work in this technique. Metacognition is an understanding and comprehension of one's cognitive processes. It involves monitoring and regulating one's thinking, learning, and problem-solving processes. Metacognition allows people to reflect on their thoughts, knowledge, and experiences to make more informed decisions about approaching a task or solving a problem. Metacognition and creativity are two important cognitive processes influencing human thinking and problem-solving. While metacognition concerns one's thinking and learning processes, creativity concerns generating fresh and valuable ideas or solutions. Metacognitive strategies enable students to reflect on their thinking. This awareness of the learning process improves their control over their learning as well as their capacity for self-regulation and managing their drive to study. This article throws a light on the readers about how metacognition is important for nurturing creativity among students.

Keywords: Creative Thinking, Metacognitive Knowledge, Metacognitive Experience, Metacognitive Monitoring and Control, and Creative Process.

Introduction

In today's world, we need to equip ourselves with the ability to adapt to build our skills of thinking. The ability to think diver-gently in both a digital and non-digital environment has become an essential characteristic of today's successful individuals. The rapid growth of information technology demands the learner could be equipped with higher cognitive skills namely metacognition, problem solving, critical thinking and creativity. According to Flavell (1976), metacognition is the capacity to reflect on one's present cognitive processes. It is also called "cognition about cognition, which involves several high-level cognitive processes like memory, learning, and decision-making (Metcalfe, 2000).

Metacognition refers to awareness of one's knowledge one does and doesn't know and one's ability to understand, control, and manipulate one's cognitive processes (Meichenbaum, 1985). It involves understanding how and why to apply specific strategies as well as knowing when and where to apply them to learn and solve problems. The ability to use previous experience to create a strategy for tackling a learning activity, solve problems as they develop, reflect on and evaluate results, and modify one's approach as necessary is known as metacognition.

In general, metacognition emphasizes a person's capacity for awareness, knowledge, and control over their cognitive processes (Nelson, 1990). Although researchers have frequently divided the idea of metacognition into the three interrelated categories of metacognitive experience, metacognitive knowledge, and metacognitive monitoring and control, it is thought to be vague and undefined (Flavell, 1979). In particular, metacognitive knowledge—defined as declarative knowledge of cognitive processes and products—has been broadly classified into three categories: task knowledge, which includes task structures and goals; strategic knowledge, which includes advantages and disadvantages as well as the applicability

of each strategy; and personal knowledge, which involves hobbies, memory attributes, ways of thinking, and ability limitations (Efklides, 2011).

Humans are unique in their ability to be creative, defined as coming up with new and practical ideas or creative solutions to issues in a particular setting (Abraham, 2013). Researchers have postulated throughout the last ten years that elements of metacognition may be necessary for creative thinking (Davidson and Sternberg, 1998). Metacognition based learning increases diverse pathways and providing wide range of opportunities which offer fresh guidance for the cultivation of creativity.

Sternberg and Lubart (1996) define creativity as the ability to deal with a situation in authentic ways. This ability involves viewing a given circumstance or problem from various angles. Creativity goes beyond making something out of nothing because a new concept or thinking is frequently a variation version of an older thought or a combination of previously known or owned thoughts. Thus, creativity might be characterized as synthesizing and re framing past notions (Bessis 1973).

The Confluence of Creative Thinking and Metacognition

Creative thinking can be regarded as a metacognitive process in which the combination of an individual's cognitive understanding and action evaluation results in invention. Creative thinking, in particular, involves some cognitive processes, such as the acquisition of knowledge and skills, the transformation of knowledge into new forms, and the testing of products against internal and external standards. (1983, Amabile). Although metacognition plays such an important part in high-level cognition, it appears fair to include it in these phases. For example, for any creative action to be successful, appropriate prior information must be deliberately chosen and a work plan must be implemented. Furthermore, methods must be flexible, and the uniqueness and utility of items must be assessed. Indeed, all of these processes are metacognitive, and their employment would almost certainly boost creativity (Armbruster, 1989). As a result, we conduct a systematic review of the three components of metacognition's role in creative thinking.

According to Guilford (1950), divergent thinking, as opposed to convergent thinking, which concentrates on finding a single solution to a problem, focuses on coming up with several solutions for a given job. Fluency, flexibility, originality, and elaboration are the four criteria Torrance (1965) suggested be used to measure creativity. In addition, Torrance created the Torrance Test of Creative Thinking (Torrance, 1966) to gauge creative thinking's verbal and visual aspects.

Metacognitive knowledge

Metacognitive knowledge helps people choose, evaluate, and correct cognitive methods that are necessary for creative thinking. Several empirical studies have found that an individual's metacognitive knowledge leads to domain-specific creativity. Baquedano (2013), for example, discovered a moderate link between metacognitive knowledge and visual-spatial creativity (e.g., drawing and titling four drawings from specified lines), and Bass (2010) reported similar findings on mathematical creativity. Fayenatawil (2011) used a protocol analysis to investigate both artists and non-artists while creating creative drawings. The findings demonstrated that artists with significantly more metacognitive knowledge of plans, aims, and descriptions outperformed non-artists in a creative creation assignment.

Metacognitive Experience

Metacognitive experiences, encompass cognitive and affective experiences in the cognitive process (Flavell,1979). Metacognitive experiences differ from other types of experiences in that they involve current and continuing cognition as well as emotions, i.e., affective sentiments experienced throughout the cognitive process (Papaleontious-Louca, 2008).It is debatable whether the metacognitive experience expressed by processing fluency helps or inhibits creative thinking. There are various causes behind this

debate. To begin, different types of creative thinking, such as divergent convergent thinking, may have varying connections with processing fluency. According to Benedek et al. (2011), the processing mechanisms of different types of creative thinking differ significantly. Divergent thinking activities, in particular, involve analytical processing (Unsworth et al., 2011), but excessive analytical processing may limit convergent thinking tasks due to the requirement of a fresh representation of problems and the search for remote connections to memory (Metcalfe,1987).

Metacognitive Monitoring

Metacognitive monitoring is the process of reviewing one's learning process or present state of knowledge. Riley used monitoring to determine whether she was confident in her comprehension of infusion kinetics (but less sure about systemic clearances) and to estimate her performance on the exam. It is important to note that metacognition can be separated into "knowledge of cognition" and "regulation of cognition" utilizing a dichotomy (Brown, 1978). The regulation of the cognition component involves an individual's planning, examining, monitoring, testing, and assessing cognitive activity, which corresponds to "metacognitive monitoring and control." Thus, we now present a full introduction to the relationship between "metacognitive monitoring and control" and "regulation of cognition" and creativity.

Role of metacognition in developing creativity

Metacognitive strategies were found to have a significant, positive and direct effect on cognitive strategy use. If we teach students using metacognitive strategies, students understand how they learn best and creativity.

1. Explicit teaching

With a focus on activating past information, presenting new knowledge and abilities, modeling knowledge and skill application, and offering adequate opportunity for autonomous practice and reflection. This explicit teaching can develop creativity.

2. Supporting students to plan, monitor, and evaluate their learning

It helps students in planning, monitoring, and evaluating their work/learning
Explicitly teaching these abilities and organizing work around these phases will allow students to eventually absorb these approaches and utilize them to take charge of their learning.

3. Creating rubrics

Assist students with learning monitoring and setting specified, measurable, attainable, reasonable, and timely (SMART) individual learning goals.

4. Modelling of thinking

Explain the cognitive processes that you utilized to consider, analyse, and solve challenges. It could be as simple as 'thinking aloud'. When teachers replicate their thought processes or show a subject with a real object, children learn more effectively and develop divergent thinking.

5. Questioning

A key element in developing creativity is the ability to ask the right questions. By doing so, you can solve problems, explore new possibilities, and increase your knowledge. Both in terms of engaging students, monitoring their progress, and stimulating their thinking, as well as recognizing student questions as a form of feedback and an opportunity for clarification/extension of learning. Teachers can implement metacognitive strategies to assist students in becoming creative-thinking learners and develop a strong sense of agency in their learning.

Conclusion

Metacognition is important in creative achievement because it allows us to analyze our creative talents, create clear and attainable creative goals, and make appropriate adjustments along the route. When we think about how we think, we obtain crucial insights that enable us to take intentional action, overcome hurdles, and realize our full creative potential. We can all improve our creativity and achieve more by cultivating a habit of metacognition.

References

Amabile, T. M. (1983). *The meaning and measurement of creativity in the social psychology of creativity.* New York: Springer.

Baas, M. (2010). The dual pathway to creativity model: creative ideation as a function of flexibility and persistence. Eur. *Rev. Soc. Psychol.* 21, 34–77. doi:10.1080/10463281003765323

Benedek, M., Bergner, S., Konen, T., Fink, A., & Neubauer, A. C. (2011). EEG alpha synchronization is related to top-down processing in convergent and divergent thinking. *Neuropsychologic*, 49, 3505–3511. doi: 10.1016/j. neuropsychologia.2011.09.004

Efklides, A. (2011). Interactions of metacognition with motivation and affect in self-regulated learning: the MASRL model. Educ. Psychol. 46, 6–25. doi:10.1080/00461520.2011.538645

Fayenatawil, F., Kozbelt, A., &Sitaras, L. (2011). Think global, act local: a protocol analysis comparison of artists and nonartists cognitions, metacognitions, and evaluations while drawing. *Psychol. Aesthet. Creat*,5, 135–145. doi: 10.1037/a0021019

Fayenatawil, F., Kozbelt, A., &Sitaras, L. (2011). Think global, act local: a protocol analysis comparison of artists and nonartists cognitions, metacognitions, and evaluations while drawing. *Psychol. Aesthet. Creat.* 5, 135–145. doi: 10.1037/a0021019

Meichenbaum, D. (1992). The nature and nurture of the self-directed learner. *Educational Leadership*, 50, 75–80.

Metcalfe, J. (1986). Feeling of knowing in memory and problem solving. *J. Exp. Psychol. Learn. Mem. Cogn. 12*, 288–294. doi: 10.1037/0278-7393.12.2.288

Nelson, T. O. (1990). Metamemory: a theoretical framework and new findings. *Psychol. Learn. Motiv,* 26, 125-173

Unsworth, N., Spillers, G. J., Brewer, G. A., & Mcmillan, B. D. (2011). Attention control and the ant saccade task: a response time distribution analysis. *Acta Psychol*. 137, 90–100.

ADVANCING EXPERTISE: SPECIALIZED PROFESSIONAL DEVELOPMENT IN EDUCATION

*Helen Sathia Sheela.S.S

Asst.Prof.of Physical Science

PSNL College of Education, Sattur

ABSTRACT

This abstract explores the significance of specialized professional development in advancing expertise within the field of special education. It delves into the evolving landscape of special education, emphasizing the need for continuous learning and targeted training to address the diverse and complex needs of students with disabilities. The abstract discusses key strategies for enhancing professional development, including the integration of evidence-based practices, collaboration among educators, and the utilization of technology. By examining the impact of specialized training on educators' skills and the overall quality of special education services, this abstract contributes to the ongoing discourse on optimizing educational outcomes for individuals with special needs.

Keywords: professional development, evidence-based practices, specialized training

Introduction

Teachers are the torch- bearers of the society as they mould the destiny of the children. They spread the light of knowledge and remove the darkness of illiteracy. They plays a key role in creating social cohesion, national integration and a learning society.There are many ways we choose to teach ordinary children. But think about disabled or differently- abled children . We everyone should have a better understanding of the differently- abled children and try to rehabilitate them. Currently all children are educated through education for all programme. By knowing about special education, the teachers in the schools can teach the disabled students well. All the teachers working in special schools will have training and skills in teaching special education. The quality of education is a direct consequence and outcome of the quality of teachers and special education system. The task of bringing qualitative change in institutional efficacy of the special education system in itself is a huge and challenging one.

Professional values and Models of special education for the future

Special Education: Special education is designed to meet the need of disabled children as well as gifted (exceptional) children. In special education, various activities, programmes, and services are designed to help children with learning disabilities. Special education is a field of study that deals with the students who have physical, mental, intellectual, emotional or any kind of disabilities. In other words, it deals with all type of disabled learners. **Leveraging Assistive Technology:**   Leveraging assistive technology refers to strategically utilizing specialized tools, devices, or software to empower individuals with disabilities, enabling them to overcome barriers and participate more fully in various aspects of life, including education. In the context of education, this involves integrating assistive technology to support students with diverse needs, promoting accessibility and enhancing their learning experiences.

"Empowering Educators: Strengthening Special Education Teaching Competence Through the Effective Use of Assistive Technology"

Enhancing teaching competence in special education through leveraging assistive technology involves:

Training and Awareness: Provide comprehensive training to educators on various assistive technologies available, ensuring they are aware of tools that cater to diverse learning needs.

Integration Strategies: Guide teachers in seamlessly integrating assistive technology into lesson plans and classroom activities, emphasizing personalized approaches based on students' individual requirements.

Collaboration: Foster collaboration among educators, special education professionals, and technology experts to share insights, strategies, and best practices for effective implementation.

Customization for Students: Encourage teachers to tailor assistive technology solutions to match the specific needs and preferences of individual students, promoting a more personalized learning experience.

Continuous Professional Development: Support ongoing professional development opportunities, keeping educators informed about the latest advancements in assistive technology and how to adapt them to evolving educational contexts.

Monitoring and Assessment: Implement mechanisms to monitor the impact of assistive technology on student outcomes, providing feedback loops for teachers to adjust their strategies and interventions accordingly.

Inclusive Classroom Culture: Foster an inclusive and supportive classroom culture where both educators and students embrace the use of assistive technology as a valuable tool for learning and participation.

Resources and Technical Support: Ensure teachers have access to resources and technical support, creating a conducive environment for the effective utilization of assistive technology without unnecessary barriers. By combining these elements, educators can enhance their teaching competence in special education through the thoughtful integration and leveraging of assistive technology.

Professional development in teacher education

DiaMaggioli (2004) defines Professional development as, an ongoing learning process in which teachers engage voluntarily to learn how but to adjust their teaching to the learning needs of them students "further he holds the view that" professional development is not a one-shot, one size- fits all event, but rather an evoling process of professional self- disclosure, reflection and growth that yields the best results when sustained over time is communicate of practices and when focused on job embedded responsibilities. He further says professional development has become increasingly important as a way to ensure that teachers succeed is matching their teaching goals with their students learning needs. But this all are done only when the special education of and covering profession is satisfactory.

Steps can make for the Professional development of a teacher in special education

1. **Continuous Learning:** Engage in ongoing professional development to stay current with evolving special education practices, teaching methodologies, and assistive technologies.

2. **Advanced Degrees and Certifications**: Pursue advanced degrees or specialized certifications in special education to deepen knowledge and skills.

3. **Attend Workshops and Conferences**: Participate in workshops, seminars, and conferences focused on special education to learn from experts, share experiences, and explore new strategies.

4. **Collaboration with Peers**: Collaborate with colleagues, both within and outside the special education field, to exchange ideas, resources, and best practices.

5. **Professional Organizations**: Join and actively participate in professional organizations related to special education, fostering networking opportunities and access to resources.

6. **Mentorship Programs**: Engage in mentorship programs to receive guidance from experienced educators and share insights with novice teachers.

7. **Reflective Practice**: Regularly reflect on teaching practices, assess effectiveness, and adapt strategies to meet the unique needs of students with disabilities.

8. **Utilize Feedback**: Seek feedback from supervisors, peers, and students to identify areas for improvement and refine teaching approaches.

9. **Stay Informed on Legislation**: Stay informed about changes in special education laws and policies to ensure compliance and advocate for students' rights.

10. **Technology Integration**: Explore and incorporate technology tools that enhance the learning experience for students with special needs.

11. **Cultural Competence**: Develop cultural competence to better understand and address the diverse needs of students from various backgrounds.

12. **Inclusive Teaching Practices**: Embrace inclusive teaching practices to create environments that support the success of all students, regardless of their abilities.

13. **Research-Based Strategies**: Stay informed about evidence-based instructional strategies and interventions that have proven effective in special education.

14. **Professional Learning Communities**: Engage in or establish professional learning communities with colleagues to share insights, discuss challenges, and collectively problem-solve.

15. **Advocacy**: Advocate for the needs of students with disabilities at the school, district, and community levels to ensure they have access to appropriate resources and support.

16. **Case Conferencing**: Participate in case conferences and collaborative planning sessions to address individual student needs effectively.

17. **Crisis Intervention Training**: Acquire training in crisis intervention to respond appropriately to challenging situations that may arise in the special education setting.

18. **Specialized Workshops**: Attend specialized workshops on topics such as behaviour management, communication strategies, and differentiated instruction tailored to special education contexts. Remember, a holistic approach to professional development is crucial, considering both the academic and socio-emotional aspects of students with special needs.

Conclusion

The whole world is marching forward to achieve education for all through various innovative educational programs and policies. Professional development in special education involves ongoing training and learning opportunities to enhance educators' knowledge and skills in supporting students with diverse needs. It often includes workshops, conferences, and courses focused on inclusive teaching strategies, assessment methods, behavior management, and staying current with research and best practices in the field. Continuous professional development is crucial for special education professionals to adapt to evolving educational trends and better meet the unique needs of their Students.

References

Rani,K.S. (2010). *Perspectives in Special Education*, Samyuktha publications.

Rao,D.B.,& dutt,B.V.(2016). *Education Policies And Programmes.* APH publishing Corporation.

Rao,S.N., Sreedhar,P.,& Rao,D.B. (2006). *Methods of techniques of teaching.* Sonali publications.

Rao,V.K. (2013). *Special Education,* APH publishing corporation New Delhi 11002

Saxena, J., Mehrotra,G., & Pachauri,S.C. (2013).*Professional Education*, APH publishing corporation.

https://chat.openai.com/c/995ede74-aef6-4d52-9929-7adc256c3f36

https://chat.openai.com/c/995ede74-aef6-4d52-9929-7adc256c3f3

INCLUSIVE EDUCATION IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES

Dr Palavesakrishnan. S
Assistant Professor of Commerce
Manonmaniam Sundaranar University College, Puliyangudi

ABSTRACT

Implementing the principles of inclusive education within higher education can be challenging. Inclusive education was originally developed for younger students, prior to its application within higher education While higher education has faced challenges in the past, these most recent calls for reform could bring fundamental changes to higher education. This shift may not come as a direct response to calls for greater transparency and accountability, but rather as an opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and new scientific research on how people Learning. This disparate literature has not been brought together in a way that examines the impact of fundamental change from the policy to the institutional level and on the daily lives of college and university administrators, faculty, and students. Now is the time to create a second wave of institutional strengthening and excellence in education, research and capacity development. However, for achieving success in inclusive education in India we are facing several obstacles and challenges. Many problems such as, lack of positive attitude among teachers, non-inclusive curriculum, lack of resources, infrastructural problems, unawareness among parents, irregular plans, improper execution of policies are creating hurdles for extending the concept of inclusive education in India. In paper an attempt has been made to put focus on issues, challenges, and prospects regarding inclusive education.

Keywords: *Inclusion, Education, Inclusive Education, higher education*

Introduction

There are many reasons for the success of teaching process. One of these is inclusion. Inclusion is one of the most widely studied topics in the teaching and learning process in the educational fields. A lot of researches have been done about its importance, its effect and the way it is applied. The Chinese proverb, (IRC, 2006), says, "Tell me and I forget, teach me and I remember, involve me and I learn." The classroom is built upon interaction, cooperation, group work, and participation. These can be done through inclusion. If there is exclusion, teaching process would not be successful. Inclusion is one of the elements which, if applied properly, school achieves success. Inclusion lexically means the act of including or the state of being included. Therefore, Hudson (2009) explained that successful teachers should include their students as well as making their students included. Inclusion is about equal opportunities for all pupils. Pupils should all be included regardless of their age, gender, ethnicity, attainment and background. It gives attention and concentration to all pupils. In my opinion successful inclusion is a must inside the classroom. When pupils are included properly, they will equally have the same chance to achieve, learn and acquire new experiences inside their school. But exclusion means bias, failure and drawback. Pupils should be taught, assessed, evaluated and supported equally. But teachers should consider that some pupils need more support or provision to have an equal chance of success. Inclusion needs planning and teaching inclusively. Therefore, each unit gives supported tasks to reach inclusion inside classrooms. To achieve a high rate of inclusion, teachers should put no limit for pupils' involvement. Broadly, inclusion not only means to include pupils inside their classrooms but it also means to include classrooms inside their schools. (Hudson 2009)

Challenges in Inclusive Set-Up

- ❖ **Execution of policies**: Concerned authority should be sincere and committed enough to execute policies regarding inclusive education, implement the constitutional rights and provisions without considering the loop holes and technicalities.
- ❖ **Social Attitude towards Disability:** we have to organise programmes regarding the spread of awareness related disabilities and should creating a positive social attitude towards disability and differently abled and marginalized children.
- ❖ **Resistance of parents:** The parents and families of such children should be made aware of such provisions and rights through awareness programmes and advertisements on printed and electronic media
- ❖ **Increase skill based teaching:** Trainees of mainstream teacher education centres also should be provided skills for handling such children.
- ❖ **Link research and practice:** Disability focused research and interventions in universities and educational institutions and should be setting up of centers for disability studies and chair disability studies in universities.
- ❖ **Peer coaching:** There must be Peer Coaching for Improvement of Teaching and Learning in inclusive educational set up.

Opportunities and Challenges to Implement Inclusive Education

Schools have few opportunities and these opportunities have not paved the way for inclusive education. And both schools faced many challenges in implementing inclusive education. Some of the challenges to implement inclusive education in these schools are the attitude of teachers and parents towards children with disabilities and teachers of students with special needs, the lack of attention from the education office, both in the areas in the formulation, the lack of teaching material, large classes. size, lack of skilled labor, etc. Schools do not implement scientific identification and assessment processes to identify and evaluate children with special needs. And there is no periodic assessment to know the extent of their needs. The school does not have eligibility criteria for admitting students with special needs. Teachers do not prepare an Individualized Education Plan (IEP/for students with special needs), although it is important to meet the specific needs of each student. Although teachers have tried to use different teaching strategies to involve students with special needs in all activities, they do not give them extra time to complete the guidelines, and the testing procedures are not modified or adapted for them. There is a shortage of special teaching materials and equipment in the library and resource room, such as reference books written in Braille and some geographical and mathematical aids. Furthermore, the library situation is not suitable for students with special needs.

The reasons given for the lower student turnover in the region according to academics are mentioned below in terms of evaluation:

- • **Poor Quality Transport & Residential Facilities-**Lack of the infrastructure facilities has been cited as a main reason for fewer turnovers students in tirunelveli . With the exception of Metro train, which is still under progress, area does not have any class transport facilities. The other train and bus facilities are hugely crowded, unlikely any other developed nation. Residential facilities provided to the students are also not good. That's why not all the students get the university hostel. They have to arrange for private accommodations where no formal help comes from the universities. They have to arrange it on their own where they can be easily exploited in terms of money and

facilities with no guarantee of security. It is indicative from the data that majority of students do not face problem in getting accommodate. Since all the higher education students cannot be accommodated in university and college hostel, they have to look for the private lodging where facilities are not good and quite costlier. The security factor is also of concern here.

- **Lack of Financial Assistance-**No scheme of financial assistance is available to the students from the university or the government of India. The students sponsored by Government of under different cultural schemes pay nominal fee. Otherwise the students are financed by their respective governments or self-supporting.

- **Regulatory and Bureaucratic Hurdles-**There are lots of regulatory and bureaucratic hurdles in the admission procedure of students from different area as per the policy of Government of India towards those nations.

- **Under Weighed Quality of Education-**Again with the exception of few good institutes, which are recognized area, other universities and institutes does not have an international acclaimed quality, whether it is faculty, curriculum or infrastructure. These areas do not have a class standard of quality. It has been proven from the responses of the higher education students that the quality of education.

- **Complicated and paper based hurdles during Admission-**During the admission procedures lots of paper work is required without proper communication due to which it takes very long for students to get admission in the university. Admission procedure as indicate students is neither easy nor tough. It is average.

Suggestions for Improving Quality of Higher Education

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education.

Towards a Learning Society- As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and, simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes. Industry and Academia Connection- Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good job (keeping in view knowledge + skills+ global professional skills = good jobs).

Action Plan for Improving Quality- Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities.

Prospects of Inclusive Education

Inclusive education is a strategy to make education universalized irrespective of any disability within the learner and to maintain equity in the society. It emphasizes that children with special need can be included in general school system without any demarcation and differentiation. Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. An increasing number of publications, policy papers, workshops etc. have supported the ideology of inclusion. Some organizations

and people, however, doubt whether the ordinary classroom can provide quality education for disabled children. The major goal of inclusive education is the Flagship goal. Recognizing the right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to quality education for every child, youth and adult with a disability. The Flagship has been formed by an alliance of diverse organizations, including global disability organizations, international developmental agencies, intergovernmental agencies, and experts in the field of special and inclusive education. In order to reach this goal, all the parties have to take the full participation with disabilities and families in the design of all Flagship activities. Promote the full participation of persons with disabilities and families in the development of policies and guidelines related to the education of persons with disabilities at local, national, regional and global levels. Seek to ensure that all governmental entities, donors and NGOs endorse the universal right to education for all children, youth and adults with a disability. Availability of specialist teacher supports, if possible to the regular classroom teachers. Thus, we as teachers, parents, teacher-educators etc. have to facilitate the implementation of inclusive education not only as a program but also as an ideology- an ideology based on the principles of human rights approach wherein stress is laid on giving importance to the individual and respecting his/her potentiality in the teaching learning process.

Conclusion

There are several obstacles and challenges related to educational system which hinders to promote inclusive education. It is not impossible to attain success in inclusive education in nation through effective strategies and other means but at the same time there are some issues as well as some challenges which we have handle by soft hands. To make inclusion appropriate teacher preparation, awareness and attitude towards disabilities, retention of special children etc. must be made compulsory in all programmes irrespective of elementary, secondary level and higher education. Further quality resources, faculties and facilities must be supplied to each institution to make inclusive education Programme successful.

References

Byrne,S.M. (1990). The regular education initiative debate: A view from the field. *Exceptional Children*, 56, 345-349.

Davis, W. E. (1990). Broad perspectives on the regular education initiative: Response to Byrnes. *Exceptional Children*, 56, 349-351.

Fuchs, D., & Fuchs, L. S. (1994). Sometimes separate is better. *Educational Leadership*, 52, 22-24.

Hilton, A., & Liberty, K. (1992). The challenge of ensuring educational gains for students with severe disabilities who are placed in more integrated settings. *Education and Training in Mental Retardation*, 27, 167-175.

Hudson, K.(2009), A qualitative investigation of white students' perceptions of diversity. *Journal of Diversity in Higher Education*, Vol. 2(3), Sep 149-155

Jenkins, J. R., & Heinen, A. (1989). Students' preference for service delivery: Pull out, in-class, or integrated models. *Exceptional Children*, 55, 516-523.

Mrunalin, V. & Vijayan, P, (2014). Prospects of Inclusive education in India, *International Journal Of Informative & Futuristic Research*, 1(12),218-229.

Polloway, E. A., Patton, J. R., Epstein, M. H., & Smith, T. E.C. (1989). Comprehensive curriculum for students with mild handicaps. *Focus on Exceptional Children*, 21, 1-12.

INCLUSIVE CLASSROOM PRACTICES

* Madhubala.B
Student Teacher
St.Ignatius college of Education(Autonomous), Palyamkottai

ABSTRACT

Students learn in different ways. It is important to develop the skills to teach in different ways. The students learn best when introduced to information visually, while others learn best through hearing information, working in groups or activity-based projects. By using several different approaches to the same material within the same lesson or activity, information can become more interesting and tangible to a greater number of students. Inclusive teaching refers to pedagogy that strives to serve the needs of all students, regardless of background or identity, and support their engagement with subject material. Hearing diverse perspectives can enrich student learning by exposing everyone to stimulating discussion, expanding approaches to traditional and contemporary issues, and situating learning within students' own contexts while exploring those contexts. Students are more motivated to take control of their learning in classroom climates that recognize them, draw relevant connections to their lives, and respond to their unique concerns. Inclusive teaching builds upon an instructor's basic instinct to ensure all voices are heard and that all students have a chance to participate fully in the learning process, by digging a little deeper into why participation imbalances exist.

***Keywords:** Inclusive Education, Disability, Leadership*

Introduction

Education is the most pivotal determiner of our lives which make us want to achieve further goals in life and it becomes necessary to find out the status of education scenario for persons with disabilities. The very connotation of Inclusive Education means child irrespective of his/her physical powers and mental faults will be an undetectable part of our education system. Inclusive Education helps to formulate this thought among teachers, learners, school management and society. Inclusive education system is for all, without discrimination of caste, class, gender, community, disability and ability of the student. Inclusive education has brought the idea that every child of the society should become the main pole, without any discrimination. Schools have to plan required changes in its infrastructural aspect as well as in methodology of imparting learning to include all of its students to be benefited from the same system. Hence, inclusive education is an act of ensuring that every child despite his/her differences in abilities, belongs to the same classroom as that of other children of his/her age and is exposed to the curriculum as per his/her optimal potential. Educators might have misconception and may be confused about inclusion. It is believed that inclusion schools are unable to exist in environments because some learners are educated in special schools separately from their peer groups. Below are some points which are not part of inclusion.

Inclusive Schools

A recent trend to educate children with disabilities is the provision of inclusive education. Inclusive schooling refers to the mode of educating children with disabilities in normal neighbourhood schools with non-disabled peers and providing requisite support in the form of specially trained teachers, special materials and other resources. In contrast to special schools which provide education to these children in segregated environment, inclusive schools involve all children with disabilities learning together with their

peers in the same physical and social environment. Inclusive schooling is a new concept which emerged from a statement released by UNESCO in 1994 after concluding a conference on education in Salamanca, Spain. The statement (popularly known as Salamanca statement) recommends that 'school should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic and other conditions.' This statement has been signed and adopted by 80 countries. India is also a signatory to this statement.

Features of an Inclusive School

Kuth (2005 as cited in Das, 2012) identifies some common characteristics of inclusive schools, namely committed leadership, democratic classrooms, reflective teachers, a supportive culture, engaging and relevant curriculum, and responsive instruction.

Committed Leadership

The educational leaders like Head of the school, Block Education Officer, District Education Officer and members of School Management Committee have a key role in inclusion. They provide encouragement and support to teachers, educate families and communities about the philosophy of inclusion, its objectives, difficulties in implementation, role of parents and communities in solution of problems and implementation of inclusion.

Democratic Classrooms

It means everyone (students, teachers, support staff, and family of students) is responsible for and contribute in the classroom transaction. In a democratic classroom everybody is treated equal with respect and dignity. The difference in opinions is accepted with respect and the individuals work in close co-operation.

Supportive School Culture

The culture in inclusive schools is 'open, accepting and caring'. The educational leaders and teachers take interest in creating culture which is enabling and welcoming: for instance by inviting and implementing suggestions from students, parents and community, and giving equal opportunities to all students.

Assumption about Inclusive Education

➢ In the context of education, inclusion is the practice in which students with special educational needs spend almost all their time with other non-disabled students.

➢ Inclusive education rejects the idea of using special schools or classrooms to segregate students with disabilities.

➢ Inclusive education has emerged with the belief that education is a fundamental human right which provides a foundation to the society.

➢ Inclusive Education assumes that to bring the changes in the system one can only help to fit the child into the system.

➢ Inclusive education aims at removing barriers and enabling all the students, including the previously excluded ones, to learn and to participate effectively within the general school system. Schools and teachers are held answerable for children's learning.

➢ Inclusive education stresses on the need to adapt the syllabus, teaching practice and class room environment to accommodate the needs of students with disabilities. If there is a failure, then it is a problem with the system and not with the child.

➢ The basic assumption is that both disabled and normal children can learn and that all children whether differently abled or normal require their learning to be supported in different ways. It is not

the disabled child, but our education system, which is seen as a problem. Inclusive education helps in attaining our motive of universal education.

➢ Inclusive education is a learning environment that encourages academic, personal and professional development of all children without any discrimination of gender, class, disability, culture, religion, preference, learning styles, languages etc. Its success depends fully on the flexibility of the education system.

➢ Inclusive education denotes "all children, irrespective of their strengths or weaknesses, become part of the school". There develops a feeling of belongingness among the learners, teachers and other functionaries.

➢ Inclusive education is an ever-growing concept, which keeps on expanding continuously to achieve "Education for All". Some educationists focus on inclusion as inclusive education relates to different disabilities and difficulties in learning, some on the factors which help in building inclusive schools which respond to diversity and some on evaluation of examples of inclusion, including perspectives of children, teachers and administrators.

➢ Inclusive education has a very difficult path to cover to be capable of realizing its objectives. It is prepared to accept all challenges, and with the cooperation of all stakeholders it will surely be successful in the realization of its objectives.

Strategies for Teaching in Inclusive Settings

When children with disabilities are included in a normal category, it is the accountability of the teacher to guarantee that all children are able to get access to the syllabus. To make the syllabus accessible to children with disabilities, the teacher can either adapt the material or design a different strategy for them. If required, instruction for individual child will have to be done or planned in such a way that all the children are taught according to their mental level.

Team Teaching

For the formal education for Children with Special Needs, teachers may have to take help of other instructors, professional, experts like speech-therapist, physiotherapist, occupational -therapist, social – workers etc. Teachers may have to teach as a team. Team- teaching is a method in which two or more instructors work- together, plan together, teach together and evaluate together. As a teacher, one may have to work with psychotherapists and consultants, give them inputs on how their treatment can help in the education and behavioral response of the child in school. In inclusive schools, the regular formal education teacher and the special education teacher work together in providing education to children with special needs.

Peer Tutoring

Peer tutoring is an instructional method of teaching/sharing knowledge on the material, where one child is an expert tutor and other is a tutee, who is being taught. Peer tutoring is a method of sharing knowledge by same age or older children to the peers for support in their learning. It is a one of the effective, enjoyable and practical ways to deliver individual learning. Collaborative learning explains peer tutoring strategy in which students support each other rather than relying solely on an adult teacher or any instruction. Peer tutoring is often used in classroom as recommended inclusion strategy for students who are differently abled. Research suggests that peer tutoring increases learners achievement, confidence and has been an effective system for promoting students" social and cognitive learning since 1932.

Cooperative Learning

Cooperative learning is a strategy used by group members of learner to achieve a communal goal with joint teamwork and maintenance system. Students may be taught with the help of cooperative- learning where they have mutual goals. If a child with special need is to be educated, he or she should be situated with other children who have the skills of accepting and dealing with these children. All the students in a class need to accept children with disabilities and be ready to work with them. They need to be educated about the problems the children face and in ways these can be tackled. Assemblage should be such that they help them to learn; they work together to find solutions to problems and to complete assignments. This kind of learning is especially suited to children with special needs as they tend to feel less secure in a competitive environment. Learners with learning disability, loco-motor disability or emotional disturbances frequently face social isolation. It is necessary that they develop the skills needed for confident peer interaction. Using cooperative learning will offer chances to learner with special needs, as they would take turns to share thoughts, ask questions, seek help, respond to questions, propose ideas, learn and exhibit good manners, express positively about others and correct others if they feel that are wrong.

Language Experience Approach (LEA)

The Language Experience Approach (LEA) is a method in which all four language skills: listening, speaking, reading, and writing are taught side by side and this helps in attaining fluency. An LEA class is centered on learner-generated text. The idea is that materials with familiar vocabulary and ideas are more meaningful than texts from pre-prepared books. Many learners with loco-motor disabilities may respond like the other normal children in the class e.g. learner with polio, muscular dystrophy, visual impairment, and many types of disabilities. However, some learners with cerebral palsy, mental retardation, hearing impairment and some types of spinal disorders may display difference in thinking, talking or in communication. In such situations, the teacher will have to make extra efforts to ensure that disabled children express their understanding about the world.

Need for Inclusive Education

As regard to education, there is an ideological shift in the world. Nowadays, education is not a right of 'few ones' but it is a right of 'all'. The United Nations Convention on the Rights of the Child (1989), United Nations Standard Rules on Equalization (1993), the Salamanca statement (1994) and United Nations Convention on the Rights of Persons with Disabilities (2006) advocates that inclusive education is imperative for realization of 'Rights' based society. The sociological, economic and political condition of the world has necessitated the need for inclusion. Lindqvist (2009 as cited in UNESCO, 2009) says about the need to change the school system.

References

Affleck, J. Q., Madge, S, Adams, A., Lowenbraun, S. (1988). Integrated classroom versus resource model: Academic viability and effectiveness. *Exceptional Children*, 54(4), 339- 348.

Agbenyega, Joseph (2007). Examining Teachers' Concerns and Attitudes to Inclusive Education in Ghana. *International Journal of Whole Schooling, 3(1),18-20.*

Alexander E., Rennick J.E., Carnevale F. & Davis M. (2002) Daily struggles: living with longterm childhood technology dependence. *Canadian Journal of Nursing Research,* 34 (4), 7–14.

Baer, D. (1981). A Hung Jury and A Scottish Verdict: "Not Proven." *Analysis and Intervention in Developmental Disabilities*, 1, 91–98.

Bain, A. & Dolbel, S. (1991) Regular and special education principals perceptions of an integration program for students who are intellectually handicapped. *Education and Training in Mental Retardation*, 26(1), 33–42.

Danby, J. and Cullen, C. (1988) Integration and mainstreaming: a review of the efficacy of mainstreaming and integration for mentally handicapped pupils. *Educational Psychology*, 8, 177-195.

Eleweke, C. J. and Rodda, M (2002) 'The challenge of enhancing inclusive education in developing countries, *International Journal of Inclusive Education,* 6(2), 113 – 126.

Flick, U. (1992). Triangulation revisited: Strategy of validation or alternative? *Journal for the Theory of Social Behaviour*, 22, 175-198.

Giangreco, M.F., Cloninger, C.J., Dennis, R.E. & Edelman, S.W. (1993). National Expert Validation of Coach: Congruence with Exemplary Practice and Suggestions for Improvement. *The Journal of the Association for Persons with Severe Handicaps*, 18, 109–120.

ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOM TEACHING

*Shunmugap priya.N
Student Teacher
St. Ignatius college of Education (Autonomous), Palayamkottai

ABSTRACT

Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities. Assistive technology helps people who have difficulty speaking, typing, writing, remembering, pointing, seeing, hearing, learning, walking, and many other things. Different disabilities require different assistive technologies. Assistive technology enables people to live healthy, productive, independent, and dignified lives, and to participate in education, the labour market and civic life. Assistive technology reduces the need for formal health and support services, long-term care and the work of caregivers. Without assistive technology, people are often excluded, isolated, and locked into poverty, thereby increasing the impact of disease and disability on a person, their family, and society.

Keywords: Assistive technology, disability

Introduction

Assistive technology refers to the devices and services that are used to increase, maintain, or improve the capabilities of a student with a disability. While the phrase assistive technology may make us think of computers and computerized devices, assistive technology can also be very low-tech. For example, pencil-grips (the molded plastic grips that slip over a pencil) are considered assistive technology. Assistive technology that helps students with learning disabilities includes computer programs and tablet applications that provide text-to-speech (e.g., Kurzweil 3000), speech-to-text (e.g., Dragon Naturally Speaking), word prediction capabilities, and graphic organizers.

In comparison to other interventions, assistive technology may have a significant effect in helping students with disabilities progress towards the goals outlined on their Individual Education Plans. Assistive technology helps in two ways: it can help the student learn how to complete the task and it can help to bypass an area of difficulty

Barriers for disable children

Print Barriers

Print materials are an obstacle to persons with vision impairments and to others who have difficulty reading. This includes preschool children, beginning readers, and individuals with learning disabilities who have not yet mastered the skill of reading. The most common way that assistive technology attempts to overcome the print barrier is to present information through a sense other than vision. Thus, individuals who are blind might use the sense of touch to read Braille, or might gain information by listening rather than reading. For individuals with learning disabilities (and others not yet competent in reading), an auditory display of information is often more accessible than a print display. Taped books, devices that read print books aloud, and "talking" computer programs are all options.

Communication Barriers

Individuals with speech and language disorders experience problem with oral communication. Beginning writers and many persons with learning disabilities experience a similar difficulty with written

communication. Common written communication problems related to learning disabilities are poor handwriting, spelling, organizational skills, productivity, and quality of writing. The most typical response to these problems is an instructional intervention. In addition, assistive technology can support individuals with learning disabilities in the writing process by providing strategies to bypass or compensate for specific problem areas. Most technological approaches to writing are computer based; examples are word processing programs, spelling and grammar aids for editing assistance, and programs to help writers organize their thoughts in the planning stage of the writing process.

Learning Barriers

Learning disabilities interfere with the learning process by inhibiting the acquisition of new skills and knowledge and the recall of previously learned material. As with communication barriers, the most typical response to problems in learning is instruction. Assistive technology plays a role by enhancing the range of instructional options available to teachers, or to adults with learning disabilities who are directing their own learning. Technology provides a wealth of alternatives to supplement or supplant traditional approaches, such as lectures and textbook readings. For example, learners can gain new information by listening to audiotapes, audio CDs, and radio; watching films, videos, and television; participating in instructional activities delivered by computer and videodisc; and interacting with electronic information sources, such as CD-ROM-based reference "books" and the data-bases found on the Internet. Computer-based instruction is one of the most popular technological alternatives; well-designed computer programs offer learners carefully sequenced, individualized activities and frequent, informative feedback on the quality of their responses. Such programs have the potential to increase the quantity, and in some cases the quality, of instruction.

In recent decades, the equipment and programs/applications (apps) for supporting reading and writing have also been available for tablets and smartphones, which has improved accessibility even more than computers have. Apps that compensate for impaired decoding and writing abilities, such as text-to-speak (TTS) and speech recognition/speech-to-text (STT), are particularly suitable as supplements for these skills. These apps could thus be regarded as an alternative to the traditional way of reading and writing, especially for students with severe disabilities related to these skills. In practice, this means that people with such difficulties have constant access to tools via tablets and their applications which support the ability to assimilate and communicate text and thus might increase the opportunity to feel independent and be able to participate in the societal process on equal terms. Thus, current technology is more reliable regarding voice quality and speech recognition. Furthermore, TTS and STT are often included as an option in new smartphones and tablets.

➢ **Specify -** Specify is a text-to-speech software that captures text and translates it into audio format. This is particularly useful for textbooks, PDF reading assignments and more. The software is compatible with the Chrome browser as well as iPhones, Macs and Androids. Speechify is commonly used by learners and students with ADHD and dyslexia.

➢ **Kurzweil 3000-** Kurzweil Education's Kurzweil 3000 is a literacy support system for Macs and various browsers, which comes equipped with a variety of assistive technologies. The speech-to-text and text-to-speech functions, which work in 18 languages, help students with vision impairments and ADHD, among other conditions. Meanwhile, a font designed for dyslexic readers, called Open Dyslexic, alleviates letter confusion with its bottom-heavy characters.

- **Tactplus-** The TactPlus is a Braille printer. Often used by educational institutions, the portable printer precision-heats a specialty foamed paper to create a page of Braille (or other 3D images) in one to two minutes. The printer is also outfitted with audio instructions, to aid visually impaired users.
- **Seeing AI-** The Seeing AI app from Microsoft is designed for the low-vision community and offers audio guidance in a vast array of situations. It reads text aloud as soon as it appears in a smartphone's camera viewfinder. It also identifies products by barcode when shopping and describes surrounding scenery and its colors. Over time, it learns to recognize the user's friends and describe their facial expressions.
- **Sound-Field Systems-**Sound-field systems are a strong choice for classrooms that need to assist listening for all children in the class. ASHA notes that these systems benefit not only children that have hearing loss, but those that have other auditory and learning problems, such as language delays, central auditory processing disorder, articulation disorders and development delays. Additionally, sound-field systems can be used for students who are learning English as a second language. Sound-field systems use a microphone that projects sound through mounted speakers around the classroom. In classrooms that have good acoustics, sound is able to travel evenly throughout space, eliminating problems of distance between the speaker and each listener.
- **Sip-and-Puff Systems-**Sip-and-puff systems are used by students who have mobility challenges, such as paralysis and fine motor skill disabilities. These systems allow for control of a computer, mobile device or some other technological application by the child moving the device with his or her mouth. Similar to a joystick, the child can move the controller in any direction and click on various navigational tools using either a sip or a puff. An on-screen keyboard allows the child to type using the same movements. Sip-and-puff systems are a type of switch device, which refers to the technology used to replace a computer keyboard or mouse. Other switch devices include buttons or other objects that a student can touch, push, pull, kick or perform some other simple action that can then control the device.
- **Proofreading Software-**Proofreading software is a branch of assistive technology that goes above and beyond the typical proofreading features found in a word processing system, such as correcting words frequently misspelled by students with dyslexia. A number of other features offered within this category can help students work on his or her English skill set to become a more effective and accurate writer. Although primarily geared towards individuals with dyslexia, proofreading software can be helpful to those with any type of learning disorder that makes writing and reading challenging.
- **Ginger-**Ginger offers several features that can help students with dyslexia and other learning disorders with writing. It is also designed for speakers of languages other than English. Some of the features include:

Conclusion

Assistive technology can reassure families that their loved ones are being supported 24 hours a day, and that their safety and independence is being maintained. Assistive technology, sometimes referred to as personalized technology is used by individuals with disabilities in order to perform functions that might be difficult otherwise. These include technologies from simple automatic medicine dispensers and big button remote controls to internet connectivity, artificial intelligence, wearable health trackers and smart homes. It is a key part of support planning and plays a vital role in offering people 'Just Enough Support' to achieve a full life. At its best, assistive technology can make a difference to people's independence, increase privacy and dignity, and help the people we support to gain more control over their lives. Assistive tech may lead to less need for regular staff checks, more autonomy at home, and greater mobility for people with physical

disabilities. It helps to deliver value for money for commissioners, supporting the sustainability of services as well as improving individual outcomes.

References

Drowns, R. L. (1993). The word processor as an instructional tool: A meta-analysis of word processing in writing instruction. *Review of Educational Research*, 63(1), 69-93.

Behrmann, M. M. (1994). Assistive technology for students with mild disabilities. *Intervention in School and Clinic,* 30, 70-83.

Berkeley,S., &Lindstrom,J.H. (2011). Technology for the struggling reader: free and easily accessible resources. *Teach except Child,*43,48-55.

Fealth,L., Gustafson,S., Tjus,T., et al.(2013). Computer-assisted interventions targeting reading skills of children with reading disabilities–a longitudinal study. *Dyslexia*, 19,37-53.

Siegel L.(2013). Understanding dyslexia and other learning disabilities. Vancouver (BC): Pacific Educational Press.

Torgesen,J.K., Alexander,A.W., Wagner,R.K., et al.(2001). Intensive remedial instruction for children with severe reading disabilities: immediate and long-term outcomes from two instructional approaches. *J Learn Disabil,* 34,33-58.

https://journals.sagepub.com/doi/10.1177/016264341102600305#con1

https://www.disabilityrightswa.org/publications/assistive-technology-special-education-students/

EMPOWERING SOCIAL-EMOTIONAL APPROACH FOR INCLUSIVE CLASSROOM

*Dr Guru Vasuki. S
Assistant Professor in Physical Science
**Dr Premalatha. S
Associate Professor in Education
V.O.C.College of Education, Thoothukudi

ABSTRACT

Social-emotional education is the concept of teaching human beings how to respond to the world including: how to solve problems and overcome challenges, how to manage their emotions when they aren't getting their way, how to treat others and how to control impulses. Inclusion in the classroom means that all children, no matter their racial, religious, or ethnic background, gender, learning style, or ability have equal access to educational opportunities in a learning environment where all students are equally safe, valued, and respected. Understanding of a person's self-concept, as well as their social cognition, attribution theory, social influence, group traditions, prejudice, discrimination, interpersonal interactions, attitudes and aggression are essential to handle inclusive classroom properly. Books, plays, poems, music, internet, movies, and television may have a large impact on a person's behaviour, feelings and thoughts. An inclusive classroom is a general education classroom, where students with and without learning differences learn together. Inclusive classrooms are welcoming and supporting the diverse academic, social, emotional, moral, intellectual and communication needs of all students. Inclusive classroom is a great concept of every ethical thing is the right of all. So this should be empowered through social-emotional approach.

Keywords: Social-emotional learning, *Inclusive classrooms*

Introduction

Social-emotional learning is the process in which we manage, regulate and understand our emotions while responding to the world around us. This includes how we develop empathy and maintain healthy relationships. Setting positive goals and making good decisions are a keystone teaching social-emotional learning skills. Inclusion in the classroom means that all children, no matter their racial, religious, or ethnic background, gender, learning style, or ability have equal access to educational opportunities in a learning environment where all students are equally safe, valued, and respected. Inclusive classroom mentions the concept of "all to all". So this the need of the hour to empower social-emotional learning in inclusive classroom.

Create Happy Schools

Social-emotional education is the concept of teaching human beings how to respond to the world including: how to solve problems and overcome challenges, how to manage their emotions when they aren't getting their way, how to treat others and how to control impulses. Inclusion in the classroom means that all children, no matter their racial, religious, or ethnic background, gender, learning style, or ability have equal access to educational opportunities in a learning environment where all students are equally safe, valued, and respected. Happy schools, happy teachers, happy learners, happy society leads to happy nation and world. However, the fact indicates many mental health issues that learners have to deal with in this modern life. Learners' social interaction, healthy relationships, problem solving ability, management skills and well-informed decisions promote social-emotional balance and then maturity.

Children will one day be parents, politicians, business owners, and employees in different fields. It's vital that they learn, from an early age, how to tackle their role in the world and schools have long been their guide into the future. Apart from home, children spend most of their development time at school, and educational institutions should capitalize on that time by implementing social-emotional learning in the classroom.

Theoretical Perspectives

Bandura concluded in his theory that the children learned their social behaviours through observation. people observe the behaviour, attitudes and consequences of others and then use that information to form their own actions. When a person has effectively paid attention to modelled behaviour and repeats or demonstrates it, they have achieved the necessary skills.

Bite-sized learning style answers the concern of short-term attention. It is said that the average student's attention span is between 10 and 15 minutes. But it seems to be shortened for small children. So, bite-sized learning was born to offer clear and concise content to learners. Attention includes complexity, distinctiveness and functional value. Impact of motivation includes personal characteristics, past experiences, promised incentives, positive reinforcement and punishments. Understanding of a person's self-concept, as well as their social cognition, attribution theory, social influence, group traditions, prejudice, discrimination, interpersonal interactions, attitudes and aggression are essential to handle inclusive classroom properly. Books, plays, poems, music, internet, movies, and television may have a large impact on a person's behaviour, feelings and thoughts.

Social Approach Makes Inroads

Social learning therapists may treat any number of conditions including post-traumatic stress disorder, anxiety, anorexia, substance abuse, anorexia, bulimia, attention-deficit hyperactivity disorder, conduct disorder, anxiety, phobias or obsessive-compulsive disorder. Cognition acts as the central processor in the growth and elaboration of emotionality and emotion regulation. Many researchers studying emotion today have adopted a functional view of emotion, viewing emotion as an integral part of personality, motivation, and functioning. This view of emotion differs somewhat from earlier conceptualizations of emotion in which it was argued that emotions were personal subjective states, epiphenomenal, and "background noise" that muddied the study of behaviour. Parents are more likely to reward self-controlled emotional displays than uncontrolled expressions, in accord with socialization goals related to the emotional culture. This makes emotional regulation and the regulation of emotion displays important socialization goals in childhood. emotional self-regulation becomes increasingly organized in emotion-specific ways. As the demands of emotional experience and the dictates of the emotional culture increasingly focus on discrete emotions in older individuals, self-regulatory strategies are likely to become more emotion-specific. Thus it is likely that mature individuals develop differentiated regulatory strategies for the management of anger, anxiety, guilt, and other emotions, using distracting ideation for some emotions, intellectualization for others, and avoiding emotionally-arousing circumstances for still other emotions. Showing kindness and helpfulness to others (including animals, plants) when they are in need and demonstrates willingness and participation in age-appropriate physical work towards helping others in family, community and festivals are appreciable.

Handle Emotional Perturbation

Learning can be encouraged by equipping children with emotional self-regulatory strategies that enable them to cope better with the frustrations of initial task failures or performance anxiety (e.g., through self-coaching, re-directing attributions, or reinterpreting the failure) and which promote continued interest

in the task. Indeed, such strategies may have the added benefit of fostering the child's intrinsic motivation related to task performance, which is an important contributor to academic success (Lepper, 1988). Microlearning is a form of spaced repetition learning, in which lessons are broken up into bite-sized chunks and repeated over time. Common teaching methods have all been called into question lately: In-person lectures, one-size-fits-all lessons, Memorization-based testing and Unguided homework. This integrate different learners with different minds. Students' perceptions of their own competence in academic and non-academic situations involves, among other things, the capacity to attend to appropriate indications of their skills in the context of performance evaluations, emotional-comparison information, and other criteria, and to manage the emotions engendered by their success and failure experiences. Developmental changes in children's perceptions of competence are related to changes in their attention to relevant criteria of their skills (especially at earlier ages) and changes in their management of achievement-related emotions.

Preferences for vocational skills, vertical mobility of students from the vocational education stream to mainstream education, vocational exposure, skill labs, mobility across vocational and general education. Integration of Information and Communication Technology in Education: ICT integration in school and teacher education, implementation of new technologies, technology and professional development of teachers, use of e-content in teaching-learning, disruptive technologies in school education. Adult Education including life-long earning, critical life skills, vocational skills development, basic education, continuing education, volunteerism, community involvement, etc. will promote emotional balance in inclusive classroom.

Social-Emotional Approach Gains Traction

The process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviours, and values that help direct students. The study of social-emotional regulation has potentially valuable applications to educational concerns as well as to other situations that affect personal well-being. Elucidating these applications, as well as the developmental pathways leading to the skills of emotional-social self-regulation, becomes an important task for theory and research. The ability to understand and manage one's own and others' emotions and respond positively to social norms. Encoding is the skill or ability to use the understanding of the relationship between sounds and symbols in a script, to write letters, words, and sentences from thought or language heard. Experiential learning refers to the process of teaching and learning through doing activities, through experiences approximating real-life situations. Fine Motor skills are the ability to use the smaller muscles of the hands and wrists to make precise movements. Foundational literacy and numeracy is the child's ability to read basic written or textual material and solve basic maths problems such as addition and subtraction. Foundational stage is the stage of schooling for children aged 3 - 8 years. Free play means Child-led, child-directed play in a stimulating environment developed by the teacher. This kind of consideration will ensure that the climate is equitable, collaborative, and inclusive.

Inclusive Classroom Gains Ground

An inclusive classroom is a general education classroom, where students with and without learning differences learn together. Inclusive classrooms are welcoming and supporting the diverse academic, social, emotional, moral, intellectual and communication needs of all students. Education of socio-economically disadvantaged children (such as females and transgender persons, SC/ST/OBC/Minorities, migrants, rural and urban poor, etc.), Children with disabilities or divyangan are the essential approach for uniting all in an umbrella. Preparation of Teaching Learning Materials including textbooks, teachers' handbooks, supplementary materials including monographs, anthology, audio-visual materials, multi-media programs

etc. for all stages of schools in visual arts, theatre, music and dance, Periodical review of the curriculum and syllabus and its development, Integration of arts education, culture education and heritage crafts across the entire curriculum of school, Designing courses of study for pre-service arts education teachers' training and for In-service teachers at National and State level are essential inputs for getting good outcome in inclusive classroom. Simple activities such as playing, reading, and singing with children that improve young children's ability to think, communicate, and connect with others. Financial literacy and intellectual property rights, continuously improve schoolwide implementation and test innovative strategies: Curricular inputs, active learning, relevance, connectedness and dynamical assessment are the dimensions of inclusive classroom. Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity, Experimentation. Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appro privately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments. Development of healthy habits, hygiene, sanitation, and awareness for self-protection. Shows awareness of safety in movements (walking, running, cycling) and acts appropriately. This includes methods like storytelling, dramatics, music, dance, play, and so on. These process helps to reach the goal(effective inclusive classroom) successfully.

Conclusion

The basic architecture of the human brain is constructed through processes that begin early in life and continue into adulthood. Genetics, environment, and experience interact and influence the architecture of the brain. Plasticity, or the ability of the brain to reorganize and adapt, and therefore learn, is greatest in the early years of life. Experiences during sensitive periods of development play a significantly important role in shaping the capacities of the brain. Early environments and early experiences have a particularly strong influence on brain architecture. This architecture should be tuned and constructed properly by empowering social-emotional approach.

References

Lepper, M. R. (1988). Motivational considerations in the study of instruction. *Cognit. Instr*. 5, 289-309.

Thompson, R. A.,& Lamb, M. E. (1983). Individual differences in dimensions of socioemotional development in infancy. In Plutchik, R., and Kellerman, H. (eds.), Emotion: Theory, Research, and Experience (Vol. 2): Emotions in Early Development, Academic, New York, 87-114.

Thompson, R. A., and Limber, S. (1990). Social anxiety in infancy: Stranger wariness and separation distress. In Leitenberg, H. (ed.), *SocialAnx&ty*, Plenum, 85-137.

Thompson, R. A., Cicchetti, D., Lamb, M. E., &Malkin, C. (1985). Emotional responses of Down Syndrome and normal infants in the Strange Situation: The organization of affective behavior in infants. *Dev. Psychology,*21,828-841.

INCLUSION REGARDLESS OF ABILITY - AI'S REVOLUTION

*Priscilla Valan Assumptio A
M.Ed Scholar
St.Ignatius College of Education(Autonomous),Palayamkottai

ABSTRACT

Artificial Intelligence (AI) has been making waves across various sectors, and the field of education particularly special education is no exception. In this context, let's delve deep into the understanding of AI and its emergence in education. The profound implications of AI and how it's bringing a transformative change to special education. A tailored, individualistic approach is the heart of special education. AI, with its advanced capabilities, can bring unprecedented personalization to the learning process. People with disabilities have the same right to enjoy life and succeed at their professional goals as everyone else. They should be empowered to work independently, communicate across nations, and learn new skills. As we tread this path, we can look forward to a future where AI plays a pivotal role in enabling every special education student to realize their full potential. AI technologies more widely accessible, it can change the lives of individuals with disabilities.

Keywords: Artificial Intelligence, Personalized Learning, Assistive Technology

Introduction

Artificial Intelligence (AI) is a powerful tool that's reshaping various sectors worldwide. Adaptive learning technologies, underpinned by sophisticated AI algorithms, offer unique learning paths to cater to the diverse needs of special education students. These AI tools assess and understand the individual learning style, pace, and comprehension level of each student. Suppose a student's learning style aligns more with visual comprehension in that case, the AI system can dynamically adapt and present information in a more graphical, visual-centric manner, thereby boosting the student's engagement and understanding. While AI's role in interacting directly with students and facilitating their learning is apparent, it also serves as a valuable tool for educators. AI provides a treasure trove of data that sheds light on each student's learning journey. This data helps educators monitor progress, fine-tune their teaching strategies, and identify potential learning roadblocks at the earliest. The insights gleaned from AI enable a proactive approach in enhancing teaching effectiveness and the overall learning experience. The rise of AI in education is not just about technology. It's about transforming the way we teach and learn, making education more accessible, personalized, and effective. As we delve deeper into this article, we will explore the potential of AI in special education and how it can support students with unique learning needs.

Understanding AI and its Potential in Special Education

AI holds immense potential in the field of special education. It can offer personalized learning experiences, adapting to the unique needs and capabilities of each student. This personalization can maximize learning outcomes and facilitate skill development. Moreover, AI can enhance accessibility. AI-powered tools can translate text into speech for visually impaired students and interpret speech into text for hearing-impaired students. Furthermore, AI can aid in data analysis. AI algorithms can analyse student data to identify learning patterns, predict performance, and suggest personalized learning paths. The potential of AI in special education extends beyond these applications. Continuous advancements in AI technology promise even more innovative solutions to address the challenges in special education. By

harnessing the potential of AI, we can ensure that every student, regardless of their learning needs, has the opportunity to learn, grow, and thrive

The Need for AI in Special Education

Special education involves teaching students who have unique learning needs due to physical, mental, emotional, or behavioural conditions. These students often require individualized educational programs to meet their specific learning needs. Traditional classroom settings and teaching methodologies may not always suffice to cater to these diverse needs. The application of AI in special education can help address these challenges. AI-powered tools and technologies can provide personalized learning experiences, aid in skill development, and improve accessibility for students with special needs. For instance, AI can help in designing Intelligent Tutoring Systems that adapt to the learning pace and style of each student. AI can also assist in data collection and analysis, helping educators understand student performance and devise effective teaching strategies.

How AI Can Support Special Education

The potential of AI in special education is being recognized by educators and researchers worldwide. The technology promises to bring significant changes to the way special education is delivered, making it more personalized, effective, and accessible. Here are some ways how AI can support special education.

Personalized Learning

AI has the potential to transform the learning experience by providing personalized learning paths tailored to each student's individual needs. Through advanced algorithms and machine learning, AI can analyse each student's learning patterns, strengths, and weaknesses, and adapt the educational content accordingly. This approach can be particularly beneficial for students with special needs, who often require a more individualized approach to learning. AI-powered tools like intelligent tutoring systems can provide personalized instruction and feedback, helping students to progress at their own pace.

Assistive Technology

AI can also play a crucial role in the development of assistive technology for special education. From speech recognition software to AI-powered prosthetics, these technologies can greatly enhance the learning and living experience of students with disabilities. For instance, AI can be used to develop software that can transcribe speech into text in real time, helping students with hearing impairment to follow along in class. Similarly, AI-powered software can convert text into speech, assisting students with visual impairments in their learning process.

Improved Accessibility

AI can greatly improve accessibility in special education, making learning materials more easily available to students with disabilities. For example, AI can be used to convert traditional textbooks into accessible formats such as audio books or digital texts with adjustable font sizes. Moreover, AI-powered predictive analytics can help educators to identify potential learning obstacles and provide timely intervention. By analysing data on student performance and behaviour, AI can predict which students might be at risk of falling behind and suggest strategies to help them catch up.

Easing Communication

AI voice technologies, such as Siri, Alexa and Echo, help make communication easier for people with impairments. These programs can describe text and images to people with visual disabilities, and text-to-speech (or vice versa) technologies can help those with brain injuries communicate or understand things

more easily. One such app is Google's Parrot Ron, an AI tool that enables speech-impaired individuals to translate their distorted speech patterns into fluent conversations. AI tools create a more inclusive and collaborative culture that includes individuals regardless of their disabilities. By providing these individuals with effective speech transcription tools can help them participate equally in collaborative settings and share ideas. For instance, Google's Voice Access allows voice control for device usage, Microsoft's Immersive Reader improves reading comprehension, and Assistive Ware's Proloquo2Go aids in symbol-based communication.

Learning Opportunities

Everyone should be able to avail of any learning regardless of their disabilities. AI technology can help ensure this inclusivity. For example, just like subtitles let people with hearing impairments understand a movie, braille helps visually impaired individuals read. You can now find AI-powered braille tutor apps on the internet that assist disabled individuals in learning braille and accessing education at different levels. These apps use optical character recognition (OCR) to transform physical braille characters into digital text. For example, you can implement personalized learning paths to help them find relevant training courses and materials according to their skills. Moreover, you can use AI tools to provide continuous feedback based on their performance to help them learn from their mistakes.

Connection to the outside world

In this fast-paced, globalized world, it's as important as ever for people to feel connected with each other. Fortunately, AI technology has introduced new ways to help people with disabilities feel linked to their surroundings. For example, Microsoft's Cortana can assist visually impaired individuals in navigating their devices through voice control. Programs like Roger Voice and Ava utilize AI to transcribe group conversations for those with hearing impairments, including punctuation, the sender's name and important words from the user's dictionary.

Real-World Applications of AI in Special Education

The potential of AI in special education extends to various areas, including speech and language therapy, behavioural therapy, and physical therapy. This section will delve into how AI has been utilized effectively in these areas.

AI in Speech and Language Therapy

Artificial Intelligence has shown promising results in speech and language therapy, particularly for students with speech and language impairments. AI-powered applications can analyse a student's speech patterns, identify areas of improvement, and provide personalized exercises to help improve their speech and language skills. For example, AI can provide real-time feedback on pronunciation and fluency, making speech therapy more accessible and personalized. Additionally, AI can track a student's progress over time, allowing therapists and educators to adjust the therapy program as needed.

AI in Behavioural Therapy

AI has also found its place in behavioural therapy for special education students. It can help identify patterns in a student's behaviour, predict potential challenges, and suggest personalized strategies to address these challenges. For instance, AI can analyse data from a student's past behaviour to predict potential triggers for disruptive behaviours. This allows educators and therapists to proactively manage these triggers, reducing the occurrence of disruptive behaviours and improving the student's learning environment. The use of predictive analytics in education is a growing trend that can significantly benefit special education.

AI in Physical Therapy

In the realm of physical therapy, AI can aid in creating personalized exercise plans for students with physical disabilities. Using AI, therapists can create adaptive exercise plans that consider the student's unique needs and abilities. Additionally, AI can monitor a student's progress, analyse their movements, and provide real-time feedback. This can help improve the effectiveness of the therapy and ensure that the student is performing the exercises correctly, reducing the risk of injury. For instance, AI-powered games can turn physical therapy exercises into an interactive and enjoyable experience.

Potential Challenges

One of the main issues is the ethical use of data. As AI systems often require access to personal data to function effectively, ensuring this data is used responsibly and securely is paramount. Not all students have equal access to technology, which can lead to disparities in the benefits received from AI. Efforts must be made to ensure that the use of AI in special education is inclusive and accessible to all students. Lastly, there is the challenge of keeping the human touch in education. While AI can provide valuable support, it cannot replace the essential role of human teachers in providing emotional support and understanding the nuanced needs of each student. As AI continues to evolve, everyone involved in special education from teachers and parents to policymakers and technologists must work together to ensure that the benefits of AI are realized in a way that is fair, ethical, and beneficial for all students.

Conclusion

As AI systems have grown in popularity and complexity, however, we are seeing more AI-powered solutions that can help people with mental, physical, visual, or hearing impairments perform tasks. By providing personalized learning experiences, developing assistive technologies, and improving accessibility, AI is poised to revolutionize special education. As we continue to explore the potential of AI in this field, educators, parents, and students need to stay informed and embrace the opportunities that this technology brings. The degree of personalization it brings, coupled with its ability to break down communication barriers, and its capacity to provide deep insights to educators, makes it a game-changer. Together, we can make learning more accessible, personal, and effective for all students.

References

Chao, X., Kou, G., Li, T., & Peng, Y. (2018). Jie Ke versus AlphaGo: A ranking approach using decision making method for large-scale data with incomplete information. *European Journal of Operational Research*, 265(1), 239-247.

Deng, L., & Yu, D. (2014). Deep learning: methods and applications. *Foundations and Trends® in Signal Processing*, 7(3–4), 197-387.

Ding, X. (2017). Analysis of the Status Quo and Trends of European and American Educational Publishers in China. *Information on Publication*, (5), 25-26.

Ding, F., Cai, M., & Chen, S. (2019, June). Application of STEAM Theory in Robot Teaching. In 3rd International Conference on Economics and Management, Education, *Humanities and Social Sciences* (EMEHSS 2019).

Atlantis Press. Edwards, C., Edwards, A., Spence, P. R., & Lin, X. (2018). I, teacher: using artificial intelligence (AI) and social robots in communication and instruction. *Communication Education,* 67(4), 473-480.

Farmer, E. C., Catalano, A. J., & Halpern, A. J. (2019). Exploring Student Preference between Textbook Chapters and Adaptive Learning Lessons in an Introductory Environmental Geology Course. *Tech Trends*, 1-8.

Guo, X. & Xu, F. (2019). Education towards 2035: International Wisdom and China Action. *Modern Education Management,* (5), 6-11.

Hinton, G. E., & Salakhutdinov, R. R. (2006). Reducing the dimensionality of data with neural networks. *science*, 313(5786), 504-507.

Holotescu, C., & Grosseck, G. (2018). Towards a MOOC-related Strategy in Romania. BRAIN. Broad *Research in Artificial Intelligence and Neuroscience,* 9, 99- 109.

NAAN MUDHALVAN SCHEME: CHALLENGES FACED BY STUDENTS AND FACULTY IN AN INCLUSIVE CLASSROOM ENVIRONMENT

*Ulaganathan. C
Assistant Professor
Department of Criminology, Kamaraj College, Thoothukudi
**John Moses Giritharan. S
Assistant Professor & Counsellor, Department of Criminology, Kamaraj College, Thoothukudi

ABSTRACT

Education mainly focuses on igniting the minds of the children. The Government of India launched the SWAYAM to enhance the skills of the students via online classes. By inspiring the above online class concept, the government of Tamil Nadu has launched a massive upskilling program named as Naan Mudhalvan Scheme. This is the first initiative taken by the Government of Tamil Nadu to develop the skills of the student by providing training online. Naan Mudhalvan scheme is providing skill-based training for Engineering, Arts and Sciences, Pharmacy, and Medical Sciences. They divided their skill offerings into 4 divisions – Information Technology, Emerging Technologies, Personality Development, and Competitive Exams. It is a self-paced learning platform to enhance the Technical and non-technical skills of the student. The Government of Tamil Nadu signed memorandums of understanding (MOUs) with 12 renowned companies and launched an Artificial Intelligence - chatbot named 'Ilaya' on the Naan Mudhalvan website to help college students with skill development training and job opportunities. Many schemes were launched for the development of education and the NM scheme will be a unique in the history of Tamil Nadu Education system. This paper will address the aim of Naan Mudhalvan Scheme and the challenges faced by both students and faculty.

Keywords: Swayam, Naan Mudhalvan, Online, Artificial Intelligence

Introduction

The principles of diversity, equity and inclusion if embedded within the school education system lays the foundation for access to schooling for all, a larger population joining the workforce and opportunities for lifelong learning for all learners. The National Education Policy (NEP), 2020 emphasizes that, "Education is the single greatest tool for achieving social justice and equality" which has implications for development of an inclusive community and society at large. In order for policy to translate to practice, educational barriers, facilities and services for Children with Special Needs (CwSN) must be addressed.

The emergence of Mankind relies only on education. Education mainly focuses on igniting the minds of the children. Teaching the moral values makes them to be a good citizen of our country. In this digital era and during the COVID period, many scholars realized the use of Information and

Communication Technology (ICT) Tools to teach students. We spent two years teaching via ICT tools by conducting online classes and also equipped our students to face online examinations. This is not new to us, the Government of India launched the SWAYAM to enhance the skills of the students via online classes with national coordinators such as AICTE, CEC, IGNOU, IIMB, NCERT, NPTEL, NIOS, NITTR, and UGC. In many colleges, they make students complete a skill-based course as a mandatory subject to earn extra credit in the semester exam. By inspiring the above online class concept, the government of Tamil Nadu has launched a massive upskilling program named as Naan Mudhalvan Scheme. The main goal of the Scheme is to provide skill-based training to both School and College Students. This is the first initiative taken by the Government of Tamil Nadu to develop the skills of the student by providing training online.

Naan Mudhalvan

Naan Mudhalvan (NM) Scheme was launched under the Tamil Nadu Skill Development Corporation (TNSDC) on 01st March 2022 by the Government of Tamil Nadu to make the students of Tamil Nadu well-trained in various fields (Naan Mudhalvan Massive Upskilling Platform, n.d.). The Naan Mudhalvan Scheme was launched with the collaboration of the School Education department and the Higher Education department of Tamil Nadu. Naan Mudhalvan scheme is providing skill-based training for Engineering, Arts and Sciences, Pharmacy, and Medical Sciences. They extended their training to Polytechnic and ITI in 2023. The NEP has infused the aspects of disability inclusion throughout the policy document with a dedicated chapter on equitable and inclusive education, focusing on issues, challenges and recommendations for bridging the gaps reducing the disparities in access and participation of all learners. The issues and recommendations for inclusion of underrepresented students groups including children with disabilities has been subsumed in the policy and covered under the SEDGs i.e. Socio-Economically Disadvantaged Groups (SEDGs) which is an umbrella term covering gender identities, socio-cultural and socio-economic identities, geographical identities as well as disabilities.

In the Tamil Nadu Budget, ₹ 5,668.89 crore has been allotted for Higher Education and ₹ 36,895.89 for the School Education Department. Additionally, ₹50 crore has been provided for the Naan Mudhalvan scheme. They provide training for 2nd Year and 3rd Year students with different courses through online and offline modes of delivery and it is a self-paced learning platform to enhance the Technical and non-technical skills of the student. In this NM Scheme, they divided their skill offerings into 4 divisions – Information Technology, Emerging Technologies, Personality Development, and Competitive Exams. 11 Competitive exam courses were provided by Naan Mudhalvan Scheme for all degrees.

One year success of Naan Mudhalvan

The Government of Tamil Nadu celebrated the mass success of the Naan Mudhalvan scheme. In the success program job Fairs were conducted 5,844 engineering graduates and 20,082 students of arts and sciences

colleges got employment within a year. Among 99,230 students 83,223 students got jobs from 861 colleges and got skill development training. 12,582 engineering and 7,797 arts & science faculty have also been trained. (The Hindu, 2023). A total of 12.7 lakh engineering and arts and science college students are being trained under this program. Competitive exam training will be given for Civil service aspirants to achieve their goals and be involved in public service.

The Government of Tamil Nadu signed memorandums of understanding (MOUs) with 12 renowned companies TATA Power Solar, Tata Electronics, Ernst and Young, Infonet Comm, TVS Supply Chain Solutions, Wheels India, Tamil Nadu Academy of Construction, Wadhwani Foundation, Pinnacle Infotech, KGISL, Technosmile, Teamlease (Fathima, 2023).

On 01st December 2023, the Government of Tamil Nadu launched an AI- chatbot named '*Ilaya*' on the Naan Mudhalvan website to help college students with skill development training and job opportunities (Yazhiniyan, 2023).

Challenges faced by Students
➢ The students were not aware of computers and cyberspace.
➢ A maximum number of students studied their medium of instruction in Tamil language so it would be great if the instructions were given in Tamil (Mother Tongue).
➢ The course is considered a burden for average and below-average students
➢ The message and email of Naan Mudhalvan's Username and Password were not sent to the students even though their credentials were correct.
➢ The server is not enough to accommodate thousands of students in a single class at the same time.
➢ Some students were able to attend the online class and when the connection was lost then the students face a sudden gap in the online class
➢ Some students don't have smartphone to watch the online class.
➢ Parents were not ready to recharge the data pack for their children due to their financial situation.

Challenges faced by Faculty
➢ Students know how to use WhatsApp, Instagram, and Facebook but don't know how to use email IDs.
➢ A maximum number of students don't know how to log in even after being directed.
➢ They were not willing to complete the course instead, they were forced.
➢ The email IDs and mobile numbers of students were not correct.
➢ Many students sent their email address as *@gamil.com* instead of *@gmail.com*
➢ They forgot their email ID password and even they stopped using their email ID.
➢ A faculty is allotted for more than 2 courses in the same department.
➢ There is no proper filtration method for long absent and discontinued students
➢ The goal of the faculty is to make the students to complete the course

How the course was completed?
1. A maximum number of students requested their friends to complete their course.
2. Many of them updated the question & answer for Naan Mudhalvan courses on YouTube.
3. Students use a web browser to search for the answer to each question
4. Kiwi browser is used to play forward the videos in 4x speed to complete it quickly.

5. The faculty was forced by SPOCs to give a minimum 23 marks out of 25 marks in Internal Examination for all the students

Suggestions to enhance NM Scheme

1. Educational knowledge is acquired when we learn in a peaceful environment which is believed by all, but Naan Mudhalvan courses impose psychological pressure on the students due to server problems, login issues, and other factors. Due to problems in NM, a Maximum number of students didn't like to learn the skills from the course instead they completed the course, there is a huge difference between completing and learning the course.
2. The students were watching the videos and answering several questions doesn't mean that they have learned something. There is a big question mark about how it will progress skills of the students.
3. It will be great if they provide a maximum number of courses in offline mode instead of online mode.
4. A maximum number of Students believe that they are learning the course and the faculty believe that they have rendered the benefit of Naan Mudhalvan course to the students.
5. Getting the course completion certificate without learning anything doesn't benefit any student.
6. Adequate training is not provided to faculty for rectifying the technical error.
7. Every Faculty is an expert in a specific area such as Language, Content writing, and Computer knowledge if they are training apart from their expertise area, they can't train the students.
8. The government should take the initiative to create employment by recruiting unemployed, which results in reducing the burden of self-finance college faculty those who were working with the lowest salary even though they are doing beyond their duties.
9. The government should provide training on weekly days alone to students in offline mode by recruiting 2 Nodal officers for 4 colleges.
10. Student's interests and skills should be analyzed and the students should be enrolled according to their interest in the course such as electrician or basic computer training.
11. Students have individual skills, so allow the students to select the course according to their interests.
12. The government should not allow specific courses for specific Degrees. For the UG Criminology Degree, they are providing a Digital Marketing course which is not relevant to them.
13. At the beginning of 1st year UG degree, the govt should start the NM scheme to make the students to know about the aim of the scheme and the courses offered by them.
14. They should block the KIWI browser to run the Naan Mudhalvan course
15. The NM Technical team should make the Naan Mudhalvan app to watch videos instead of redirecting to web browsers.
16. Like the Thiranari Thervu Thittam Scheme 2023, govt should provide a stipend to the students who are securing the highest mark which will motivate the students to develop their skills.

Conclusion

The Naan Mudhalvan scheme was introduced for the benefit of both School and College Students. The students were not thinking about the course outcome. They mainly focus on completing the course rather than learning new skills from the course. Especially some students were taking the course as a burden. The

Government should appoint tutors for the university in a ratio of 10:1 which will make the students to clear their doubts in the specific course. The scheme should start from the 11th Standard to know about the overview of the Naan Mudhalvan scheme and the courses offered by them.

How can we teach about Microsoft Office to the student for those who don't have basic computer knowledge? In the future, the government should rectify all the flaws and make sure to spend the public money wisely, then the courses offered by the Naan Mudhalvan Scheme will be a milestone in the history of the Indian Educational system.

References

https://www.naanmudhalvan.tn.gov.in/
https://www.thehindu.com/news/national/tamil-nadu/tamil-nadu-budget-2023-updates/article66640670.ece

https://timesofindia.indiatimes.com/city/chennai/udhayanidhi-stalin-launches-ai-powered-chatbot-for-college-students/articleshow/105650871.cmshttps://www.thenewsminute.com/tamil-nadu/tn-budget-allots-rs-1000-month-govt-school-girls-pursue-higher-education-162046#:~:text=A%20total%20of%20Rs%205%2C668.89%20crore%20has%20been,the%20dream%20project%20of%20Chief%20Minister%20MK%20Stalin.

INNOVATIVE STRATEGIES FOR CREATING INCLUSIVE CLASSROOM

* Dr Allimuthu. N
Assistant Professor in Biological Science
** Dr Sasikala. M
Assistant Professor in Education
V.O.C. College of Education, Thoothukudi.

ABSTRACT

Inclusive education seeks to address the needs of everyone, including children, youth and adults with a special emphasis on those who are vulnerable to marginalization. Teachers are making efforts to put the innovative practices to use in the classroom. They recognize the potential of innovation in individualized instruction, exploratory opportunities, collaborative learning, developing social skills, individualized educational plans, and effective classroom management to include all the students in an inclusive classroom. Some of the innovative strategies in inclusive classroom. Peer Tutoring and Support, Cooperative group learning, Individualized Education Program (IEP), Learning styles, Universal Design for Learning (UDL), Segment Complex Skills. Various other learning strategies were used including semantic mapping, cognitive strategy instructions, storytelling/drama, discussion webs, key word picture, alternative algorithm, scaffolding, analogy, acronym, music. the crucial role we can play for the welfare and sustained improvement in the quality of life of the children with special needs.

Keywords: Inclusive education, Innovation, Peer Tutoring and Support, Cooperative group learning, Individualized Education Program (IEP), Learning styles, Universal Design for Learning (UDL), Segment Complex Skills.

Introduction

Philosophically speaking, inclusion is a paradigmatic shift from segregation through mainstreaming and integration to inclusion. Inclusive education seeks to address the needs of everyone, including children, youth and adults with a special emphasis on those who are vulnerable to marginalization. It not only means to include children with disability but also those with diverse abilities and backgrounds like geographical location, language, socioeconomic status, caste, gender, ethnicity, color etc. The major issue underlying inclusion is the acceptance of diversity, and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within an individual.

Innovative Strategies in an Inclusive Classroom

Teachers are making efforts to put the innovative practices to use in the classroom. They recognize the potential of innovation in individualized instruction, exploratory opportunities, collaborative learning, developing social skills, individualized educational plans, and effective classroom management to include all the students in an inclusive classroom. Incorporating innovative strategies is also contingent upon the attitudes, beliefs and experiences of the teachers which in turn influence the decisions and actions regarding teaching progresses and change. Following are some of the innovative strategies in inclusive classroom.

- **Peer Tutoring and Support**: A peer (tutor) of the same status or higher provides assistance to the other peer (tutee) who has difficulty in learning. Apart from a rich educational experience to the tutor, it facilitates the experiences of the school life and enhance a sense of community among the participants.

- **Cooperative group learning**: I designed appropriate group tasks and taught process skills to deal with problems. This strategy created a positive interdependence among the learners yet then remain individually accountable for their work. Teacher may provide scaffolding where necessary.

- **Individualized Education Program (IEP)**: It is an individualized adaptation of the curriculum for the learner who is not able to cope with the regular curriculum. After assessing the student in all the required areas, IEP is tailored according to the educational goals that correspond to the specific needs of the learner.

- **Learning styles**: Children learn in diverse ways i.e. visual, auditory, tactile and/or kinesthetic, abstract conceptualization and/or concrete experience. Therefore, it was a challenge to assess the learning styles of the learners and choose the method which best fits each student's learning style.

- **Make appropriate use of Context**: I included contextual examples in the classroom to create an appreciation for diversity. For instance while teaching geography, a student from a different geographical location was asked to describe the weather and soil of his/her native place, thus fostering an acceptance of diversity.

- **Information and Communication Technology (ICT)**: Incorporating multimedia in education leads to better learning as students use multisensory modalities for receiving, processing and retention of information. ICT creates an adaptable and effective learning environment in an inclusive setup especially for learners with visual/hearing impairment and learning disabilities.

- **Universal Design for Learning (UDL):**The build inclusive classrooms and support all students, our instruction needs to reflect that ideal. Using UDL allows us to think of the barriers that our curriculum can pose to students and to design our lessons as barrier-free as possible, rather than planning a lesson and then wondering how the different students in our class are going to be engaged. There will always be diversity in your class, and it is not necessary to wait until you know exactly who is there in order to plan.

- **Segment Complex Skills** :when multiple steps are involved, teachers are encouraged to teach the sequence of steps, ensuring that student master one step before moving on to the next.

- **Draw Student Attention to Important Features of the Content through Modeling/Think-Alouds** – teachers can model internal thought processes and external behaviours clearer to students by showing them what to do while telling them the inner thoughts of how to achieve the desired outcome.

- **Promote Successful Engagement by Using Systematically Faded Supports/Prompts** – after modelling the skill, teachers provide the level of prompting (visual, verbal, and physical) needed to ensure success for the student. As students learn what is required, the teacher can remove prompts until they can do it by themselves.

- **Provide Opportunities for Students to Respond and Receive Feedback** – the monitoring of a learned skill allows the teacher to see if the student can do it by themselves or if they need some reminders for the process.

- **Create Purposeful Practice Opportunities** – maintaining and generalizing the new skill is important, and teachers can provide the opportunity for individual work to ensure that the skill has been learned.

- **Other Strategies**: Various other learning strategies were used including semantic mapping, cognitive strategy instructions, storytelling/drama, discussion webs, key word picture, alternative algorithm, scaffolding, analogy, acronym, music etc. It is essential for the teacher to regularly assess the learners and provide explicit and timely feedback. Informing learners about their progress helps them identify areas of improvisation and enhance their performance.

Conclusion

The identity of inclusive education would be reduced to paper if we as teachers don't intervene to end all forms of discrimination and foster social cohesion. We must realize the crucial role we can play for the welfare and sustained improvement in the quality of life of the children with special needs. Nothing gives more satisfaction than nurturing your learners in a way where they develop individual strengths and realize their maximum potential.

References

Baxter, G., & Kilderry, A. (2022). Family school partnership discourse: Inconsistencies, misrepresentation, and counter narratives. *Teaching and Teacher Education*, 109, 1-13,

Cook., & Rao, K. (2018). Systematically applying UDL to effective practices for students with learning disabilities. *Learning Disability Quarterly*, 41(3), 179–191.

Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2019). Brief teacher training improves student behavior and student–teacher relationships in middle school. *School Psychology*, 34(2), 212–221.

Bhatia,.(2016). Innovations in an Inclusive classroom: Moving away from traditional approach, New Delhi, India.

Gilmour, A. F., Fuchs, D. & Wehby, J. H. (2018). Are students with disabilities accessing the curriculum? A meta-analysis of the reading achievement gap between students with and without disabilities. *Exceptional Children*, 85(3), 329-346.

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Dr. Davasuba. S
Assistant Professor of Mathematics
V.O.C. College of Education, Thoothukudi.
*** Michael Jeya Priya. E**
St.Ignatius College of Education(Autonomous),Palayamkottai

ABSTRACT

People with disabilities and their representative organisations were closely involved in drafting the Convention, putting into action their call for "nothing about us, without us". The Convention on the Rights of Persons with Disabilities is a ground-breaking human rights treaty that sets out specific obligations on States to promote and protect the rights of people with disabilities. The Convention does not create any 'new' rights. Instead, it sets out practical ways to make existing human rights – the rights that belong to all of us – real and meaningful in the lives of people with disabilities. The Convention was negotiated over many years, drawing on the experiences and expertise of people with disabilities and their representative organisations. The UN General Assembly adopted the Convention on 13 December 2006. Despite it being the most recently adopted of the core international human rights treaties, the Convention has quickly become one of the most widely ratified. The Convention is also unique among human rights treaties in recognising intersecting identities, especially the specific vulnerabilities facing women with disabilities (article 6) and children with disabilities (article 7). The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) is an international human rights treaty which aims to protect and promote the rights and dignity of persons with disabilities. This paper will discuss disability rights and the UN Convention on the Rights of Persons with Disabilities.
***Keywords:** Convention, Rights, Disabilities, Rights of Persons with Disabilities.*

Introduction

Disability rights are an essential aspect of human rights that have long been neglected and overlooked. People with disabilities have been marginalized, discriminated against, and denied their basic rights for far too long. In 2006, the United Nations adopted the Convention on the Rights of Persons with Disabilities (CRPD), which aims to protect, promote and ensure the full & equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities. Disability rights refer to the protection and promotion of the rights of persons with disabilities. It is a fundamental human right that is protected by various international and domestic laws. The purpose of the convention is to protect, promote, and ensure the full and equal enjoyment of all fundamental freedoms and human rights by all persons with disabilities, and to promote respect for their inherent dignity.

The UNCRPD recognizes that persons with disabilities are entitled to the same human rights and fundamental freedoms as everyone else. It also acknowledges that persons with disabilities face additional barriers that may prevent them from enjoying their rights and freedoms. These barriers may be physical, environmental, attitudinal, or societal in nature. The convention aims to eliminate these barriers and ensure that persons with disabilities are able to participate fully in all aspects of life.

The UNCRPD is a comprehensive treaty that covers a wide range of issues related to disability rights. Some of the key areas addressed by the convention include:

❖ **Non-discrimination:** The convention recognizes that persons with disabilities should enjoy the same rights and freedoms as everyone else, without discrimination of any kind. States parties are required to take measures to eliminate discrimination and promote equality for persons with disabilities.

❖ **Accessibility:** The convention recognizes the right of persons with disabilities to access the physical environment, transportation, information, and communication on an equal basis with others. States parties are required to take measures to ensure that persons with disabilities have access to these services and facilities.

❖ **Participation:** The convention recognizes the right of persons with disabilities to participate fully in all aspects of life, including political, social, economic, and cultural life. States parties are required to take measures to ensure that persons with disabilities are able to participate in these activities on an equal basis with others.

❖ **Personal autonomy and independence:** The convention recognizes the right of persons with disabilities to make their own choices and decisions, and to live independently.

❖ States parties are required to take measures to support persons with disabilities in exercising these rights.

❖ **Respect for inherent dignity:** The convention recognizes that persons with disabilities have the same inherent dignity as everyone else, and that this dignity must be respected and protected. States parties are required to take measures to ensure that persons with disabilities are able to live their lives with dignity.

Guiding Principles of the Convention

The Convention is underpinned by a set of principles that recognise the aspirations and real-life experiences of people with disabilities.

These principles are grounded in existing international human rights law and seek to address the barriers that prevent people with disabilities from fully enjoying their human rights.

   ❖ **Dignity:** Every human being possesses inherent and equal worth, regardless of disability.
   ❖ **Autonomy:** Every person has the right to make their own decisions.
   ❖ **Equality of opportunity and non-discrimination:** All rights must be afforded to persons with disabilities on an equal basis as others.
   ❖ **Respect for difference:** Disability should be viewed as a positive expression of human diversity.
   ❖ **Respect for intersecting identities:** Human identity is made up of many parts and a range of personal characteristics, including gender and age, can overlap.
   ❖ **Full and effective participation and inclusion in society**: Social interaction enables all persons to become fully human and grow over time.

Rights in the Convention

The Convention includes 30 substantive articles that set out the rights of all people with disabilities.

Dignity rights include:

   • Right to life (article 10)
   • Right to respect physical and mental integrity (article 17)
   • Freedom from torture, cruel, inhuman or degrading treatment (article 15)
   • Freedom from exploitation, violence and abuse (article 16)
   • Situations of risk and humanitarian emergencies (article 11)

- Right to health (article 25)
- Right to an adequate standard of living and to social protection (article 28).

Autonomy and liberty rights include:
- Equal recognition before the law and legal capacity (article 12),
- Living independently and to be included in the community (article 19),
- Liberty and security of the person (article 14
- Freedom of movement and nationality (article 18)
- Freedom of expression and opinion (article 21),
- Respect for privacy (article 22),
- Respect for home and the family (article 23).

Equality before and under the law (article 5) prohibits discrimination on the basis of disability with respect to all the rights in the Convention. It covers both public and private sectors and includes the denial of 'reasonable accommodation'. Article 5 provides a framework to investigate the extent to which all of the rights are realised for persons with disabilities "on an equal basis with others".

Participation rights include:
- Participation in political and public life (article 29)
- Participation in cultural life, leisure and sport (article 30)
- Education (article 24)
- Work and employment (article 27)
- Access to justice (article 13).

Recognizing that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child.

ARTICLE 7 - CHILDREN WITH DISABILITIES

States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right. There are many global organizations that work for the rights of persons with disabilities in collaboration with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

- ❖ **Disabled People's International (DPI)** – DPI is a global network of organizations of persons with disabilities working in collaboration with the UN to promote the rights of persons with disabilities.
- ❖ **The International Disability Alliance (IDA)** – IDA is a network of global and regional organizations of persons with disabilities, working in collaboration with the UN and its member states to promote the rights of persons with disabilities.

- ❖ **The World Health Organization (WHO)** – The WHO works in collaboration with the UN to promote the health and well-being of persons with disabilities.
- ❖ **The International Labour Organization (ILO)** – The ILO works in collaboration with the UN to promote the rights of persons with disabilities in the workplace.
- ❖ **The International Federation of Red Cross and Red Crescent Societies (IFRC)** – The IFRC works in collaboration with the UN to promote the rights of persons with disabilities during humanitarian emergencies.
- ❖ **The Global Partnership for Education (GPE)** – The GPE works in collaboration with the UN to promote inclusive education for children with disabilities.
- ❖ **The United Nations Children's Fund (UNICEF)** – UNICEF works in collaboration with the UN to promote the rights of children with disabilities.

These are just a few examples of the many global organizations that work in collaboration with the UNCRPD to promote the rights of persons with disabilities.

Conclusion

The UN Convention on the Rights of Persons with Disabilities is a landmark treaty that seeks to promote and protect the rights of persons with disabilities. The convention recognizes that disability is an evolving concept and that persons with disabilities should not be treated as objects of charity but as rights holders. It aims to eliminate discrimination against persons with disabilities and ensure their full and effective participation in all aspects of life. Despite progress made in advancing disability rights, persons with disabilities still face barriers to the realization of their rights. More efforts are needed to ensure the implementation of the convention at the national level and to ensure that persons with disabilities are included in all development processes. It is crucial that we continue to raise awareness about disability rights and advocate for the full inclusion of persons with disabilities in society. We must work towards creating a world that is accessible, inclusive and respectful of the rights and dignity of all persons, including persons with disabilities. By doing so, we can build a more just and equitable world for all.

References

https://www.un.org/en/observances/day-of-persons-with-disabilities
https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities
https://www.asiapacificforum.net/support/human-rights/people-disabilities/introduction-convention-rights-persons-disabilities/
https://www.un.org/en/observances/day-of-persons-with-disabilities
https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities

MINDFULNESS FOR ALL : INTERCONNECTEDNESS OF INCLUSIVE AND MINDFULNESS

*Alice Jenifer . C

M.Ed Scholar

St.Ignatius College of Education(Autonomouss),Palayamkottai

ABSTRACT

Mindfulness is a moment-to-moment awareness of one's experience without judgment. The term "mindfulness" has been used to refer to a psychological state of awareness, the practices that promote this awareness, a mode of processing information and a character trait. Mindfulness programs implemented in schools encourage students to behave appropriately and learn important life skills like stress management and self-control. Instructors have a positive opinion of mindfulness education programs and understand the link between the behaviors that are praised in the classroom and the abilities that are gained from practicing mindfulness. Taking a whole-child approach to schooling, to address how mindfulness are connected with inclusive and suggest practical ways that teachers can integrate them into the curriculum and whole-sum knowledge about mindfulness practices in inclusive classroom setting. This involves enhancing awareness, delving into self-discovery, and cultivating attitudes and mental habits that contribute not only to becoming a successful and effective individual in life but also a joyful and wise one. To improve the effectiveness of mindfulness in inclusive classroom and to improve the participation of children in live classroom situation. This study discuss about the interconnectedness of inclusive and mindfulness and about its practical applicability in inclusive classroom and in day to day life.

Keywords *: Mindfulness practices, Inclusive classroom, Well-being.*

Introduction

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity." – Martin Luther King, Jr. Different people are sensitive to different inner and outer stimuli and not every activity will suit everyone's need this raises important questions about mindfulness in education in the future. Inclusive education strives to create learning environments where every student, regardless of impairments, can actively participate. It brings together children facing barriers like disabilities, economic challenges, social issues, or discrimination, fostering unity without segregation. Inclusive education rejects specialized curricula for children with disabilities, embracing each child's unique traits. The primary goal is not to normalize but to support all children's development and learning within regular classrooms. Mindfulness, defined as purposeful, nonjudgmental awareness in the present moment, encourages an open and receptive mindset, fostering appreciation for the richness of experiences. The principles of mindfulness are simple to learn – but like all things, it takes

practice. Mindfulness is a tool that can help to become happier, calmer, more creative, more focused, and more in touch with oneself. Mindfulness regulates emotions and concentration, working memory and cognitive flexibility. As educators are increasingly pressed by standards-based teaching and testing, they may inadvertently ignore the social and emotional needs of students, particularly those at risk of academic failure. Well-being skills, like mindfulness are pertinent across curricula, age groups, and contexts. Despite educators genuine concern for fostering the skills, rigid standards-based subject learning often sidelines them. Nevertheless, educators have numerous avenues to seamlessly integrate these well-being skills and habits of mind into the curriculum.

The Need for Mindfulness Practices in Inclusive Classroom

Mindfulness, derived from the ancient Buddhist contemplative practice dating back 2000 years, has proven to be a potent mental technique that has been adapted for secular settings, including corporate environments, healthcare institutions, educational institutions, and sports teams. This practice revolves around maintaining focus on the present moment while engaged in activities, serving as a valuable remedy for the inherently destructible nature of the mind amidst the information overload of our digital era. Regular mindfulness practice fosters a heightened sense of calm and efficacy in daily life, diminishing stress and amplifying mental capabilities. Although initially introduced through meditation, mindfulness extends its application to routine activities such as eating, walking, or working. It entails the straightforward yet demanding discipline of consciously observing one's actions in the moment, empowering individuals to become masters rather than slaves to their mental impulses. Although certain well-being factors are not within the control of teachers or schools, such as mindfulness and inclusive classroom which may be directly influenced within education settings.

Mindfulness Practices in Inclusive Classroom

The well-being of students is strongly associated with increased positivity, success, engagement, and motivation in both their academic journey and overall life (Keye & Pidgeon, 2013). Dr. Elise Bialylew outlines five steps to cultivate mindfulness: focusing on the breath, utilizing the environment as a means of resetting, employing technology with awareness, simplifying task lists, and approaching lunchtime as a mindful practice. Some practices are mindfulness meditation. Embarking on mindfulness practices can commence with modest measures. A recommended starting point for educators exploring these practices is to personally engage in mindfulness, as this can significantly alleviate educator stress and enhance their overall well-being.

Mindfulness and Meditation

Misconceptions and doubts still linger about the term "meditation." It is not an esoteric or new-age fixation, and it doesn't entail chanting unfamiliar languages or donning exotic attire. In reality, one doesn't

have to adopt new beliefs or embrace a different religion to practice meditation. All that's necessary is a willingness to sit and dedicate some time to understanding one's own mind. Understanding one's own mind involves comprehending one's thoughts, feelings, emotions, memories, uncertainties, interests, obstacles, and perplexities. Meditation serves as a means to refine attention and intelligence. It is the practice of becoming more acquainted with and deepening the understanding of the workings of the mind. Mindfulness is the key to gaining this understanding. While the object of meditation can be diverse, the most common focus is on mindfulness of the breath. According to Sarath (2006), meditation plays a crucial role in exploring one's own mind and expanding educational horizons by fostering qualities such as mental clarity, inner calm, compassion, and notably, creativity. He emphasized the importance of such approaches in education, especially in the face of the challenges and creative possibilities encountered by both educators and students. The impact of incorporating even a few minutes of meditation into daily routines can be significant for coping, emotional regulation, and overall well-being (Weinstein et al., 2009). For educators seeking to incorporate additional mindfulness practices, such as mindful eating during snack time or mindfulness games, online resources are readily available. The profound influence of meditation on cognitive and emotional self-regulation cannot be overstated.

Getting into the Practice of Meditation

Prior to delving into the core routine, easing in with smaller, more manageable steps can help acclimate to the overall concept. Begin with activities like taking a leisurely walk, observing the surroundings, pausing to listen, focusing on minor details, enjoying music, assessing emotional state, savoring a favorite beverage, engaging in yoga, and downloading a helpful app. Dr. Elise Bialylew provides a step-by-step guide: begin by getting comfortable, take a deep breath in and out, direct attention, calmly return to daily activities, and, when one feel ready, gently open the eyes. Extending this mindfulness practice throughout the remainder of the day. Engaging in mindfulness meditation involves dedicating just five to ten minutes each day, offering a gateway to the benefits of mindfulness. It's an expression of compassion, a way of befriending oneself. Sit with an upright yet relaxed posture, take a moment to sense your body's presence, and release a deep breath like a gentle sigh. Focusing on the sensations within the body. The core of mindfulness meditation involves directing attention to the breath, filling the mind with awareness of each inhalation and exhalation. This marks the transition from mindfulness of the breath to objectless meditation. Consistency and nonjudgmental awareness, along with addressing negative thoughts, are key to observing positive outcomes. The practice of mindfulness enables the separation of emotional energy and its physical aspects from the burden of conceptual interpretation. Cultivating this quality reduces overall stress, anxiety, depression, and negative thinking, fostering the ability to guide the mind toward positive mental habits characteristic of success.

Ways to Bring Mindfulness into Day- To - Day

Mindfulness transcends mere meditation - it encompasses the skill of attuning to senses and fully experiencing each commonplace moment. Integrating mindfulness into daily life involves more than meditation alone. Many mistakenly perceive meditation as an attempt to clear the mind of thoughts, which can leave beginners feeling like inadequate practitioners. Mindfulness meditation, however, focuses on stabilizing attention and training the mind to be more concentrated, efficient, and adept in everyday activities. By tuning into senses, one can infuse mindfulness into routine tasks, ensuring the truly present in the moment rather than lost in thought. Dr. Elise Bialylew recommends ten steps to incorporate mindfulness into daily life. Practicing mindfulness in discussions, mindful eating, maintaining awareness in supermarket queues, mindful engagement with social media, staying present while traveling, approaching confrontation with mindfulness, being mindful during physical activities, cultivating mindfulness in bed, and practicing mindfulness in the shower.

Closing Thoughts

Mindfulness has been acclaimed as an essential practice, skill, or mindset for the 21st century. Amidst the ebb and flow of educational trends, enduring concepts like mindfulness persist due to their practicality and lifelong benefits. Although research links mindfulness and inclusive , discussions around them often occur in separate silos within education. The aim is to intertwine these concepts in educational settings. As educators and school leaders grasp the interconnected nature of mindfulness and inclusive education must be within the broader context of well-being, these concepts can seamlessly integrate into school curricula. The emphasis on mindfulness-focused meditation stems from recognizing it as a response to student's needs, not just within academic settings but also for their well-being as learners and global citizens.

References

Henriksen,D.,& Shack,K.(2020). *Creativity-Focused Mindfulness for Student Well-Being*. Kappa Delta Pi Record.

Tuhovsky,I. (2017). *Mindfulness The Most Effective Techniques*. Positive Psychology Coaching series.

Schure et al., (2008). Mind-Body Medicine and the art of self care: Teaching Mindfulness to counselling Students Through Yoga, Meditation, and Qigong. *Journal of counselling & Development*,3(1),23-45

Adderley, R . (2015). Exploring inclusive practices in primary schools: focusing on children's voices. *European Journal of Special Needs Education.*

Nummenmaa et al., (2014) . *Bodily Maps of Emotions* . Proceedings of the national academy of sciences.
https://journals.sagepub.com/doi/10.1177/0022167806290215

PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOMS

*Rajkumar.V
Student Teacher
PSNL College of Education, Mettamalai, Sattur

ABSTRACT

A method of teaching known as inclusive education places pupils with a wide range of special needs and disabilities in the same classrooms as kids who are usually developing and do not have special needs. These inclusive educations will help the children with disabilities and also non-disable children. Now a day's various strategies using inclusive education such as teaching practice, teacher-parent coordination, teacher attitude and finally classroom management give better results. In this paper we see the four types of strategies using inclusive education.

Keywords: *Inclusive Education, Children with Disabilities,Classroom Management*

Introduction

Education is the process of learning in order to get a greater grasp of a range of topics that are essential for developing one's character and are also necessary for day-to-day living. All children should have access to education since it helps them deal with the challenges of life, regardless of their impairment (Limaye S 2016). Childhood impairment is defined as an environmentally contextualised health-related limitation in a child's current or developing capacity to engage in activities that are appropriate for their developmental stage and to interact in society as they choose (Byers et al. 2018). The World Report on impairment from the World Health Organization estimates that 95 million children (5.1%) between the ages of 0 and 14 have an impairment of some kind (Maciver et al. 2019). In the past, pupils who had severe impairments such as cerebral palsy or muscular dystrophies, sensory impairments such as vision or hearing, learning disabilities, speech and language impairments, autism spectrum disorders, cognitive impairments, emotional and behavioural disorders, etc. received their education in separate classrooms where they rarely or never interacted socially or academically with classmates who did not have impairments (Kurth et.al. 2015 and Ojeda & Carugno 2022). According to the Salamanca Statement (UNESCO, 1994), inclusive education is described as a type of education where all students, including those with severe impairments, can attend conventional classrooms with the assistance of sufficient support (Saloviita 2020). An educational strategy and philosophy known as inclusion gives every student more chances to succeed academically and socially. The complete spectrum of social, recreational, artistic, athletic, musical and after-school care, extracurricular, religious, and other activities are all included (Singh 2016). But the inclusion of special education requirements into regular school classes faces several obstacles, including Social factors, lack of funding for infrastructure and teaching-learning aids, physical barriers making school inaccessible to students with physical disabilities, rigid, inflexible, and centrally designed curriculum; teacher behaviour, abilities, and attitudes; using a second language as a communication medium; and national education policies (Anjum et al. 2021). In this paper we see various practical strategies are using to create inclusive classroom.

Strategies for creating inclusive classroom

1. Teaching practices

Inclusion and managing the classroom should be considered closely associated since teachers' choices have a big influence on students' performance and opportunities to participate in social and

academic activities. One aspect of inclusive teaching practices is organizing students and clarity in specific areas like learning objectives, activities, and how the instructor wants the students to participate in them. And also to satisfy the requirements of every student (both impairment and non-impairment) the teacher must pay close attention to how well they communicate in connection to their daily teaching practice and design a routine that allows for both consistency and flexibility (Molbaek et al 2018).

2. Coordination between teachers and parents

Implementation of inclusive education is moving more slowly in developed than in underdeveloped countries. Combining parents' and teachers' expertise in assessment procedures and teaching methodologies is necessary to create inclusive schools that are effective. Collaboration between teachers and parents is acknowledged as a crucial element of successful special education practices by the Education for All Handicapped Children Act (EAHCA, 1975); the Education of the Handicapped Act Amendments (EHAA, 1986); and the Individuals with Disabilities Education Act Amendments (IDEA, 1997) (Adams et al. 2018).

3. Digital literacy

It is necessary for inclusive classroom teachers to plan mini lessons, learning experiences, rehearsals, presentations, and discussions around multiple pullouts (i.e. tutoring, ESL, speech, occupational therapy, and other related services) when they use innovative pedagogies that draw on digital literacy's. And also teachers using stop-motion animation film, digital response charts childrens are easily attracted (Price-Dennis et al. 2015).

4. Teacher attitudes

Teachers should embrace positive attitudes and the conviction that all students are capable of learning and making important contributions to the classroom, as well as take ownership of the process and show dedication to each and every student. Educators were considered essential in helping children with special education needs provided they had these attributes love, tolerance, school and parent cooperation. Through training given by teachers, paraprofessionals were able to organize peer support systems that improved peer support and interactions for students with disabilities. The ability and understanding of teachers to make inclusion work is known as inclusive pedagogy. Teacher will consider special education need students as own son/daughter make happy to the children (Finkelstein et al 2021).

5. Classroom management

Classroom management in inclusive classroom was observed by Jordan and McGhie-Richmond (2014) to be an effective teaching strategy that associated with the quantity of instructional time. Effective classroom management is based on three factors: Having clear guidelines and establishing and upholding social and academic norms at an early age, managing time well to avoid tardiness and unnecessary waiting, and effectively preventing and addressing disruptions in the classroom are the first three goals (Garrote et al 2020).

Conclusion

Implementing practical strategies for creating an inclusive classroom is essential for fostering a learning environment where all students feel valued and supported. By embracing diversity and catering to varied needs, educators can promote inclusivity effectively. There are many other strategies are available for making better inclusive education. Inclusive education not only focus on disabled children and also focus on teacher and teaching strategies, peer groups, parents and society. All these factors are integrated to form a better inclusive education.

References

Saloviita, T. (2020). Attitudes of teachers towards inclusive education in Finland. *Scandinavian journal of educational research*, *64*(2), 270-282.

Kurth, J. A., Lyon, K. J., & Shogren, K. A. (2015). Supporting students with severe disabilities in inclusive schools: A descriptive account from schools implementing inclusive practices. *Research and Practice for Persons with Severe Disabilities*, *40*(4), 261-274.

Ojeda, A. B. B., & Carugno, P. (2022). *Special Education*. In StatPearls.StatPearls Publishing.

Limaye, S. (2016). Factors Influencing the Accessibility of Education for Children with Disabilities in India. *Global Education Review*, *3*(3), 43-56.

Anjum, S., Gul, I., Naz, F. L., & Noureen, S. (2021). Challenges Faced by Special Needs Students In Inclusive Classrooms at the University Level. *PalArch's Journal of Archaeology of Egypt/Egyptology*, *18*(18), 847-857.

Molbaek, M. (2018). Inclusive teaching strategies–dimensions and agendas. *International Journal of Inclusive Education*, *22*(10), 1048-1061.

Adams, D., Harris, A., & Jones, M. S. (2018). Teacher-parent collaboration for an inclusive classroom: Success for every child. *MOJES: Malaysian Online Journal of Educational Sciences*, *4*(3), 58-72.

Price-Dennis, D., Holmes, K. A., & Smith, E. (2015). Exploring digital literacy practices in an inclusive classroom. *The Reading Teacher*, *69*(2), 195-205.

Finkelstein, S., Sharma, U., & Furlonger, B. (2021). The inclusive practices of classroom teachers: A scoping review and thematic analysis. *International Journal of Inclusive Education*, *25*(6), 735-762.

TEACHERS ATTITUDE TOWARDS INCLUSIVE CLASSROOM PRACTICES

*Dr Shanthi.G
Assistant Professor, Department of Mathematics Education
Dr.SNS College of Education, Coimbatore.

ABSTRACT

Educating students with and without disabilities together in one classroom is a novel concept known as inclusive education (IE). The educational requirements of every child must be met, with an emphasis on those who are most at risk of marginalization and exclusion. By providing all students with appropriate support services and access to a similar educational environment (preschool, schools, and community education), it facilitates collaborative learning. The goal of an inclusive education system is to give every student access to the finest possible learning environments and opportunities so they can reach their full potential. The objective of this is to find out the significant difference among teachers' attitude towards inclusive classroom practices with respect to gender, subject, qualification. Normative Survey Method with Simple random sampling technique was used to pick a sample of 80 teachers in Coimbatore. The findings of the study revealed that significant difference among teachers' attitude towards inclusive classroom practices with respect to Subject and Educational Qualification. It is necessary to implement inclusive classroom practices with the help of training and assistance to all teachers.

Keywords: Inclusive education, Educational Environment, Learning Environments, Training, Assistance

Introduction

Educating students with and without disabilities together in one classroom is a novel concept known as Inclusive education (IE). The educational requirements of every child must be met, with an emphasis on those who are most at risk of marginalization and exclusion. By providing all students with appropriate support services and access to a similar educational environment (preschool, schools, and community education), it facilitates collaborative learning. These requirements can be met by a flexible education system that attends to the demands of different kinds of learners. Value—rather than the experiment—is the primary consideration in inclusiveness. Children with and without disabilities have equal rights to education because they will all grow up to be citizens of this nation. There are seven guiding principles for inclusive education: Every community benefits from diversity, and society values, respects, and celebrates the unique learning styles and accomplishments of every student. By considering their unique requirements and needs, all learners are able to reach their full potential. All learners require friendship and assistance from people their own age. assistance is provided and properly resourced throughout the entire learning process. In their local communities, all children and young people receive an equal education. In an inclusive classroom, a large number of students work simultaneously on various learning activities that are tailored to their Individualized Education Plans (IEPs) with assistance from teachers. Students have to transition between several environments. Learning occurs in small groups in an inclusive classroom where students assist and encourage one another. The student is at the centre of all activities in an inclusive classroom. In order to satisfy agreed-upon goals for the curriculum, students are expected to adhere to the standards of conduct and behavior, which they help create.

Need & Significance of the Study

The goal of an inclusive education system is to give every student access to the finest possible learning environments and opportunities so they can reach their full potential. All children can learn and develop to the best of their abilities if they have the right opportunities, quality instruction, and resources.

Including children with disabilities can help to advance instructional strategies that are advantageous to all of the students. Teachers and school officials must build the skills necessary to assist each child's unique needs and strengths—not just those with disabilities—if they are to effectively include a student with a disability. According to research, children who are not disabled typically do not experience negative consequences from attending school with a child who has a disability. However, some studies show that students without disabilities who attend inclusive schools have less prejudice and are more welcoming of others who are different from them.

Teachers must unquestionably receive assistance in establishing inclusive classrooms. According to de Boer, Pijl, and Minnaert's (2011) comprehensive research analysis, the majority of teachers had either neutral or unfavorable sentiments regarding inclusive education. Apparently, a large part of this stems from their lack of confidence, competence, or expertise regarding teaching special education students. But much like parents, more experienced instructors were noticeably more favorable about it; that is, teachers who had received more training in inclusive education. Research indicates that in order for teachers to be effective, they must comprehend adapted instruction for students with special needs as well as best practices in education. However, creating a successful inclusive classroom also heavily relies on the attitudes of those who embrace inclusion (Savage & Erten, 2015).

Review of Literature

McGhie-Richmond, Underwood & Jordan (2007) explored a study on the skills for effective teaching were investigated among elementary teachers working in inclusive classrooms to determine whether the appearance of 'constructivist ' skills are independent of, or follow from the mastery of teaching behaviours that are more transmissive in nature. The data were extracted from the Classroom Observation Scale (COS) (Stanovich, 1994; Stanovich & Jordan, 1998) based on half-day observations of 63 teachers. Using a canonical discriminant functions analysis, a set of COS items distinguishing effective from less effective teachers was identified. The sequence of instructional practices appears to be cumulative rather than differentiated. Patterns of teaching behaviors were consistent across the range of students in the classrooms, with some evidence that academically 'at risk 'students received less teacher attention and differentiated instruction than students with and without disabilities.

Objectives

- To find out the significant difference among teachers' attitude towards inclusive classroom practices with respect to gender, subject, qualification.

Hypotheses

- There is no significant difference among teachers' attitude towards inclusive classroom practices with respect to Gender
- There is no significant difference of among teachers' attitude towards inclusive classroom practices with respect Subject
- There is no significant difference among teachers' attitude towards inclusive classroom practices with respect to Educational Qualification.

Research Method and Sampling

Normative Survey Method with Simple random sampling technique was used to pick a sample of 80 teachers in Coimbatore. Teachers from government and private schools were taken.

Description of the Tool

The tool was constructed and standardized by subject experts. Questionnaire contains statements regarding teachers using technology**,** Training and their support, Peer-supported learning in inclusive classroom practices with 5-point Likert scale contains Strongly Agree, Agree, Never, Disagree, Strongly Disagree.

Statistical Technique Applied

Descriptive statistics such as percentages, mean, and standard deviation, as well as inferential statistics like t-test and F-test (ANOVA) to evaluate the data.

DATA ANALYSIS

HYPOTHESIS TESTING-H0-1 There is no significant difference among teachers' attitude towards inclusive classroom practices   with respect to Gender.

Table 1.Significant difference among teachers' attitude towards inclusive classroom practices with respect to Gender

Variable	Category	N	Mean	Std. Dev	t-value	p-value	Remarks
Gender	Male	44	103.89	13.44	0.132	0.895	NS
	Female	36	104.25	10.45			

(S-Significant, NS-Not Significant)

In the above t-value (0.463) is less than the table t-value at the 0.05 significant levels (1.96). As a   result, null hypothesis 1 is supported, and there is no significant difference among teachers' attitude towards inclusive classroom practices with respect to Gender

H0-2 There is no significant difference of among teachers' attitude towards inclusive classroom practices with respect subject

Table 2.Significant difference among teachers' attitude towards inclusive classroom practices with respect to Subject

Variable	Category	N	Mean	Std. Dev	t-value	p-value	Remarks
Subject	Arts	50	106.38	9.28	2.28	0.025	S
	Science	30	100.17	15.14			

The above table reveals that the calculated t-value (2.28) is greater than the table value (1.96) at 0.05 significant level. Hence, the formulated null hypothesis 2 is failed to accept. and there is a significant difference among teachers' attitude towards inclusive classroom practices with respect to Subject.

H0-3 There is no significant difference among teachers' attitude towards inclusive classroom practices with respect to Educational Qualification.

Table 3.Significant difference among teachers' attitude towards inclusive classroom practices with respect to Educational Qualification

Variable	Category	N	Mean	Std. Dev	t-value	p-value	Remarks
Educational Qualification	UG	50	101.92	13.72	2.07	0.042	S
	PG	30	107.60	7.75			

The above table reveals that the calculated t-value (2.07) is greater than the table t-value (1.96) at 0.05 significant level. Hence, the formulated null hypothesis 3 is failed to accept and there is a significant difference among teachers' attitude towards inclusive classroom practices with respect to Educational Qualification.

Findings

- There is no significant difference among teachers' attitude towards inclusive classroom practices with respect to Gender. The mean score shows that Female teachers are better than Male teachers.
- There is a significant difference among teachers' attitude towards inclusive classroom practices with respect to Subject. The mean value of t-test shows that those who are in Arts Subject are better than Science Subject in their attitude towards inclusive classroom practices.
- There is a significant difference among teachers' attitude towards inclusive classroom practices with respect to Educational Qualification. Mean score shows that attitude towards inclusive classroom practices of PG level teachers is better than UG level teachers.

Conclusion

There is growing evidence that inclusive education and classrooms serve the interests of regular education students in addition to fulfilling the LRE (Least Restrictive Environment) standards for students with disabilities. It's evident that exposure makes instructors and parents more optimistic. Regular education teachers can successfully and easily implement inclusive education with the help of training and assistance. In the form of student-led demonstrations, cooperative groupings, pair work, peer tutoring, and peer support, peer-supported learning can be highly productive and enjoyable. Every student must have the chance to engage in educational activities that align with the same learning objectives.

References

Campbell, M. (2010). An Application of the Theory of Planned Behavior to Examine the Impact of Classroom Inclusion on Elementary School Students. *Journal of Evidence-Based Social Work*, 7(3), 235-250. doi:10.1080/15433710903126554

Richmond, G.M., Underwood, K.& Jordan, A. (2007). Developing Effective Instructional Strategies for Teaching in inclusive Classrooms, *Exceptionality Education Canada*, 17(1), 27-52.

McLeskey, J., & Waldron, N. L. (2011). Educational Programs for Elementary Students with Learning Disabilities: Can They Be Both Effective and Inclusive? Learning Disabilities Research & Practice, 26(1), 48-57.

Schuelka, M.J. (2018). Implementing inclusive education. *K4D Helpdesk Report.* Brighton, UK: Institute of Development Studies

ENSURING EQUALITY AND EQUITABLE LEARNING - EXPLORING INCLUSIVE EDUCATION THROUGH ARTIFICIAL INTELLIGENCE APPLICATIONS

*Soumya. M S
Research Scholar
**Dr Devika. S
Assistant Professor in Education
N.V.K.S.D. College of Education, Attoor.

ABSTRACT

Artificial intelligence (AI) and modern technologies are having a pervasive impact on current societies and communities. Given the potential of these new technologies to transform the way things are done, it is important to understand how they can be used to support inclusive education. This article analyzes the advantages of using AI and new technologies in different sociocultural contexts, and their impact on minority students. In terms of advantages, this article found that AI and new technologies (a) improved student performance, (b) encouraged student interest, and (c) promoted student engagement.

Keywords: *artificial intelligence; new technologies; inclusive education*

Introduction

Inclusive education is a key component of the development of a more equitable society. It is also an important component of education systems that aim to improve educational equity and quality for all students. UNICEF defined inclusive education as "a dynamic process that is constantly evolving according to the local culture and context, to celebrate diversity, promote participation and overcome barriers to learning and participation for all people". Inclusive education applies to students from different groups such as learners with special needs and disabilities, girls and women, students at-risk, and ethnic minority students. However, Tomlinson noted that in inclusive education, the focus has been on learners with disabilities, and other groups have drawn less attention. Engelbrecht highlighted that there is a common perception that "inclusive education" is simply another name for "special education.

Human society is complex and diverse. Nowadays, the growth of communication and transportation networks has multiplied human interactions and exchanges, and societies including schools have become diverse milieux. However, there is still the need to incorporate the diversity and inclusive approach into teaching training programs, in order to better prepare pre- and in-service teachers in technology integration among students from underrepresented groups.

Additionally, the pedagogical strategies and learning content of teaching and learning activities should be reevaluated to ensure that diverse learners develop capacities that are rooted in their cultural backgrounds. Effective teaching in a diverse school environment is a function of cognitive, affective, and behavior, which together support a responsive pedagogy. Moreover, educational proposals for inclusive education should consider the students' contextual realities and emphasize the learners' identities and cultural backgrounds.

AI and New Technologies and Inclusive Education

Currently, AI and new technologies are having a profound impact on society and are becoming increasingly prevalent in education. AI and new technologies are defined as emerging technologies that are gaining prominence and changing the way things are done. They are novel and fast-growing including not

only devices (e.g., smartphones and wearables), but also analytical procedures such as machine learning and AI. These emerging technologies can potentially transform education by changing the learners' experiences both within and beyond classrooms, producing an impact on the learners' physical, social-emotional, and intellectual learning outcomes. The adoption of these technologies by education systems provides an opportunity to innovate and improve both the learning process and pedagogical strategies.

The literature on new technologies and inclusive education has highlighted that these emerging technologies have the potential to support the students' multisensory engagement, provide low-risk environments, scaffold the students' learning goals, create authentic environments that include disabled students, support collaborative learning, and reinforce positive social behavior.

Moreover, although Collins and Halverson highlighted that the new technologies provide more equitable opportunities in education, Bransford et al. noted that the positive effects of the technology do not occur automatically but are dependent on how the technology is used in the learning process. In other words, the effective use of technology depends on several factors such as student and teacher readiness, meaningful digital resources, the culturally appropriate design of the technology, and consideration of the learners' backgrounds and cultural contexts.

Additionally, it should be mentioned that there is an important difference between diversity and inclusiveness; diversity refers to the variation inside a group, while inclusiveness carries much more richness when it encourages participation and provides equal opportunities for all. For example, an educational institution might have achieved a certain degree of cultural diversity due to the arrival of students coming from different countries and cultures. However, inside the same educational institution, students from underrepresented populations might not be able to participate as full members.

Artificial intelligence (AI) is transforming the field of education by offering new possibilities for personalizing and enhancing learning experiences. AI can also help create more inclusive learning environments that cater to the diverse needs and preferences of learners, especially those who face barriers or challenges in traditional settings. In this article, we will explore some of the ways AI can foster more inclusive learning environments and how educators can leverage them effectively.

Adaptive learning-AI can enable adaptive learning, which is the process of adjusting the content, pace, and feedback of instruction to suit each learner's abilities, goals, and preferences. Adaptive learning systems use data and algorithms to monitor learners' progress, identify their strengths and weaknesses, and provide them with tailored support and guidance. This can help learners overcome learning gaps, master skills at their own pace, and achieve better outcomes. Adaptive learning can also benefit learners with special needs, such as those with disabilities, learning difficulties, or language barriers, by providing them with accessible and appropriate content and feedback.

Collaborative learning-AI can also facilitate collaborative learning, which is the process of learning with and from others through social interaction and cooperation. Collaborative learning can enhance learners' motivation, engagement, and social skills, as well as foster a sense of belonging and community. AI can support collaborative learning by creating virtual or augmented reality environments, where learners can interact with each other and with realistic simulations of real-world scenarios. AI can also provide learners with intelligent tutors, mentors, or peers, who can offer feedback, guidance, or encouragement. Additionally, AI can help learners form diverse and balanced groups, match them with suitable partners, and monitor their collaboration quality and outcomes.

Creative learning-AI can also inspire creative learning, which is the process of generating new and original ideas, products, or solutions through exploration, experimentation, and expression. Creative learning can stimulate learners' curiosity, imagination, and innovation, as well as develop their problem-solving and critical thinking skills. AI can enable creative learning by providing learners with tools and platforms to create and share their own digital artifacts, such as games, stories, or art. AI can also provide learners with feedback, suggestions, or challenges to enhance their creativity and learning. Furthermore, AI can help learners discover and connect with relevant and inspiring resources, mentors, or communities.

Ethical learning- AI can also promote ethical learning, which is the process of developing values, principles, and responsibilities that guide one's actions and decisions in relation to oneself, others, and the world. Ethical learning can foster learners' moral awareness, reasoning, and judgment, as well as cultivate their empathy, compassion, and respect. AI can encourage ethical learning by exposing learners to diverse perspectives, cultures, and contexts, and by challenging them to reflect on their own beliefs and actions. AI can also help learners understand the ethical implications and consequences of using AI itself, such as its potential benefits and risks, its fairness and bias, and its impact on society and the environment.

Lifelong learning-AI can also support lifelong learning, which is the process of continuously acquiring new knowledge, skills, and competencies throughout one's life span. Lifelong learning can enhance learners' personal and professional growth, as well as their adaptability and resilience in a changing world. AI can enable lifelong learning by providing learners with personalized and flexible learning pathways, which can help them identify their learning needs, goals, and opportunities, and guide them through relevant and engaging learning experiences. AI can also provide learners with recognition and validation of their learning achievements, such as certificates, badges, or portfolios, which can help them showcase their learning and advance their careers.

AI Tools for Inclusive classrooms

Inclusive classrooms benefit from a variety of tools and technologies that cater to diverse learning needs. Here are some AI tools that can be useful for creating an inclusive learning environment

Text-to-Speech (TTS) and Speech-to-Text (STT) Tools:

- ❖ **TTS Tools:** Tools like Amazon Polly, Google Text-to-Speech, or Microsoft Azure Cognitive Services can convert written text into spoken words, helping students with reading difficulties or visual impairments.
- ❖ **STT Tools:** Google's Speech-to-Text, Microsoft Azure Speech, or IBM Watson Speech to Text can convert spoken language into written text, supporting students who may struggle with typing or have difficulty expressing themselves in writing.
- ❖ **Voice Recognition Software**: Dragon NaturallySpeaking: This tool is excellent for students who may have difficulty typing, allowing them to control computers and create content using their voice.
- ❖ **Captioning and Subtitling Services:**Otter.ai: Provides AI-powered transcription services, which can be helpful for creating captions for videos or providing written summaries of spoken content.

Adaptive Learning Platforms:

DreamBox: This platform uses AI to adapt to each student's learning style and pace, providing personalized learning experiences that cater to individual needs.

Learning Management Systems (LMS) with Accessibility Features:

LMS platforms like Canvas, Blackboard, or Moodle often include accessibility features and can integrate with third-party tools to ensure content is accessible to all students.

Math Accessibility Tools:

- ❖ EquatIO: A tool that makes math digital and accessible by allowing students to create, edit, and interact with mathematical expressions using natural math language.
- ❖ AI-Driven Reading and Writing Support:Grammarly: A writing assistant that uses AI to help students with grammar, spelling, and punctuation, providing support to those with language-related challenges.
- ❖ Visual and Hearing Impairment Support:Seeing AI (Microsoft): An app designed for the visually impaired that uses AI to narrate the world around them, recognizing objects, people, and more.
- ❖ Ava: An app that provides real-time captioning for deaf or hard-of-hearing students during class discussions.
- ❖ Virtual Reality (VR) and Augmented Reality (AR) for Immersive Learning:VR and AR applications can be adapted to create immersive learning experiences that cater to various learning styles and abilities.
- ❖ AI-Based Assessment and Feedback Tools:Platforms like Gradescope or Turnitin use AI to assist with grading and provide feedback, saving time for educators and offering detailed insights to students.

Conclusion

AI and new technologies for inclusive education must consider the situation of every student that needs access to quality education. Such technologies can play an important role in supporting the inclusion of students identified by their diversities in an increasingly digitalized world. It is also important to note that technology does not exist in isolation but is immersed in society. Thus, technology and society mutually shape each other. In this article, we can find the types of AI and new technologies used for inclusive education, and their major advantages such as improving student performance and encouraging student interest.

References

Bruin, K.(2019). The Impact of Inclusive Education Reforms on Students with Disability: An International Comparison. *Int. J. Incl. Educ, 23*, 811–826.

Latorre-Cosculluela, C.,Vázquez-Toledo, S.,Liesa-Orús, M.,Ramón-Palomar, J. (2022).Contextualizing Gender Issues and Inclusive Education: An Analysis of the Perceptions of Primary Education Teachers. *Teach. Dev,26*, 189–205.

Cucio, M.R.R., Roldan, M.D.G.Z. (2020).Inclusive Education for Ethnic Minorities in the Developing World: The Case of Alternative Learning System for Indigenous Peoples in the Philippines. *Eur. J. Sustain. Dev,9*, 409.

Tomlinson, S. (2012).The Irresistible Rise of the SEN Industry. *Oxf. Rev. Educ,38*, 267–286.

White, H.L.,&Rice, M.F.(2015).The Multiple Dimensions of Diversity and Culture. In *Diversity and Public Administration. Theory, Issues, and Perspectives*; Rice, M.F., Ed.; Routledge: New York, NY, USA, 11–3.

Hopcan, S.,Polat, E.,Ozturk, M.E.,Ozturk, L.(2022).Artificial Intelligence in Special Education: A Systematic Review. *Interact. Learn. Environ.* 1–19.

STRATEGIES FOR PERSONALIZED LEARNING IN SPECIAL EDUCATION: A NOVEL APPROACH

*Nageswari. K
Assistant Professor
PSNL College of Education,Mettamalai, Sattur
Virudhunagar District

ABSTRACT

In the field, personalised education is a powerful new paradigm. It draws attention to the decisions students make about their own education. It allows them to choose what they study and how quickly. More successful learning outcomes are achieved using a personalized learning approach. This approach improves learning and yields meaningful, actionable, and memorable knowledge. The ultimate result is a student who is satisfied with how they engage with the material and improves their productivity at work. Personalized learning improves learning and increases output. By learning about the needs of each kid, you can concentrate on the areas that require attention. This makes it possible to bypass stuff that is already well-known and concentrate more on the topics and places that are proving to be challenging. Personalised education is a potent new paradigm in the field. It highlights the choices made by students regarding their own education. Personalized learning places students at the center of their education, allowing them to play a significant part in their learning process. Over time and with individual instruction, learners are empowered to set their goals, monitor their learning process, ask for and accept targeted support, learn where to access information, and understand who to ask for help (Abawi, 2015). Personalized learning allows educators to successfully provide both individualization and differentiation to students of all ability levels. Students in today's classrooms are more diverse in their cultural backgrounds, learning styles and interests, social and economic classes, and abilities and disabilities. Implementing personalized learning frameworks in the classroom allows educators to meet each student's diverse learning needs by utilizing flexible learning spaces, creating engaging learning opportunities, and allowing students to work at their individual ability level (Ferguson et al., 2001). Implementing personalized learning for special education students across settings can present its challenges, but with collaboration among staff, it is a way to address the needs and incorporate the strengths of each student individually to guide them toward success as accommodations are naturally incorporated into a student's learning plan with personalized learning (Rickabaugh, 2016).

Keywords: Personalized Learning, Potential improvement, Mastery Learning.

Introduction

When utilizing personalized learning instruction in the classroom, students are allowed to become active participants in building their educational experience. Personalized learning encourages both instruction and assignments to be tailored to each student and their individual needs allowing students to work at their own pace, reaching mastery of skills through the use of individualized lessons, projects, and assessments (Worthen, 2016). Instructional pathways are planned through student-teacher conferencing to create engaging learning experiences based on the learner's interests and ability level. Personalized learning reshapes teaching and learning practices to provide opportunities for students to meet learning targets and standards set through goal setting and reflection. This also allows students to develop the executive functioning skills necessary to become independent learners (Rickabaugh, 2016). The personalized learning model has been common practice for providing special education services for students with disabilities. Through the use of Individualized Education Plans (IEPs), special education services allow for specially

designed instruction that addresses the individual needs of a student eligible to receive special education services (Nganji & Brayshaw, 2017). Special education students can achieve at high levels if they receive the support that builds on their strengths, alleviates their challenges, and provides an engaging learning environment (National Center for Education Statistics, 2019. Patrick, Kennedy, and Powell (2013) define personalized learning as adjusting instruction to the requirements, interests, and strengths of each individual learner. This method gives students the freedom to choose what, how, when, and where they learn while also promoting flexibility to facilitate mastery. Customizing education to meet the needs, interests, skills, and abilities of each unique student is the aim of personalized learning. Every student has a personalized learning plan that is based on their prior knowledge and preferred methods of learning. That is the cornerstone of the instruction's customized learning strategy. Each student is given a "learning plan" that takes into consideration their interests, talents, learning preferences, and past knowledge. It is the complete opposite of the "one size fits all" approach used by the majority of schools. The terms "personal learning environment," "individualised instruction," "directed instruction," and "personalised learning" all allude to initiatives taken to modify education to fit the various needs of pupils. In the mid-1960s, Fred S. Keller, along with J. Gilmour Sherman, Carolina Bori, and Rodolpho Azzi, devised the Keller Plan, also known as the Personalised System of Instruction (PSI), as a novel approach to teaching for the recently established University of Brasília. Creating a customised lesson plan for every student is not the definition of personalization. Rather, the focus lies in establishing a degree of optionality, which empowers educators and learners to make informed decisions to better facilitate each student's unique learning path. One might refer to a broad variety of instructional strategies as personalised learning. Nonetheless, at its most fundamental, personalised learning is a method of instruction that gives teachers the chance to provide students with individualised learning pathways based on their individual requirements and skill levels.

Kinds of Personalized Learning in special education

(i)Programmed Instruction

The act of organising the content to be learnt into a set of sequential steps is known as "programmed instruction." Typically, it takes the students from a known background into a complicated and novel collection of concepts, principles, and knowledge.

Features of Programmed Instruction:

➢ Individualised instruction is provided by this method; that is, one student learns at a time.

➢ The course content is broken down into manageable chunks known as FRAMES and is organised rationally.

➢ Every frame in content that has been programmed is practically and logically connected to the one after it. Students are shown just one frame at a time.

➢ Students learn whether the provided response is correct or incorrect. As a result, this serves as instant feedback.

➢ The option to learn at their own speed is available to students.

➢ Stimulus, Reactions, and Reinforcement: these components are still present.

➢ Since feedback is given right away, it reinforces accurate responses and aids in learning effectively. Every answer a pupil gives him fresh information.

Development of Programmed Instruction

Building brief programmes step-by-step serves as an example of how programmed instruction is applied. The author walks the reader through every stage of the programming process, from gathering and organising the course materials to creating the programme matrix and flow diagram to writing the frames.

The author begins by analysing the curriculum and course content. Programmed instruction can be used in an innovative classroom setting to increase learners' efficacy at self-learning.

(ii)Computer Assisted Learning

CAI is a Personalized -learning method where students engage with pre-programmed educational resources, typically online or offline.

Computer-assisted instruction (CAI) is an interactive teaching method in which the teaching content is presented and the learning process is tracked using a computer.

CAI enhances learning through the use of text, images, sound, and video. A student can benefit from the computer in the classroom for a variety of reasons and across the curriculum.

The term CAI describes the use of a computer as a tool to enhance and support learning. Tutorials, drill and practise, simulation, and problem-solving techniques are some of the ways that CAI programmes offer material and assess students' comprehension.

Types of Computer Assisted Instruction

➢ *Drill-and-practice:* Drill and practice gives students the chance to practice skills repeatedly, emphasising that more practice is required for mastery.

➢ *Tutorial*: Tutorial activities involve presenting information and extending it into various forms of work, such as games, simulation, and drill and practice.

➢ *Games:* Games software frequently creates competitions to achieve the highest score and beat the computer or other players.

➢ *Stimulation:* An approximate version of reality that doesn't involve the costs or dangers of actual life can be found in simulation software.

➢ *Finding* The discovery approach gives students access to a sizable collection of data that is unique to a course or subject matter and pushes them to assess, compare, analyse, and draw conclusions from their data discoveries.

➢ *Problem Solving*: Using this method, learner can learn particular techniques and methods for addressing problems.

iii) Online Learning

The term "online education" primarily refers to learning that occurs online. Although it has been characterised in a variety of ways by several writers and websites, there is no standard description. For instance, an India Education website states that "online education is electronically aided learning that depends on the Internet for teacher-student communication and the distribution of course materials." One type of distance education is online learning, which also includes web-based, e-learning, and digital learning. It uses web-based activities and content and is available via the Internet.

Approaches of Online Learning

Approaches to online learning can be divided into many categories. E-learning can use a synchronous approach where teaching and learning happen at the same time, or in real-time. Both the student and the teacher were involved at the same time. Simultaneous transmission and reception of communications bears similarities to telephone or video conferencing. When messages are sent and received at the same time, this is called asynchronous communication. You cannot put off talking to someone on the phone, but you may read an email or a letter whenever you choose. When a group of students learns together, the e-learning approach may be collaborative or customised for individual students.

E-learning can be directed by a teacher. For instance, while teaching an online course, a teacher can continuously guide learners. Conversely, students upload material from the internet and then interpret it in their own unique ways.

Technology Assisted Personalised Learning

A Personalised learning model is one in which teachers adapt their lessons to the requirements and learning preferences of each individual student. Numerous personalised learning approaches exist, and the advent of educational technology has simplified many of them. With the use of digital tools, students can effortlessly modify course materials to suit their learning style and facilitate information processing and comprehension demonstration. Technology of today has only provided the impetus for personalised learning to become more widely accepted. It is no longer a method for education that can be scaled up or down to suit the needs of specific people in specific situations. Access to data on students' performance and preferred learning styles has been made possible through technology.

Conclusion

Implementing personalized learning into the general education setting can impact how special education services are delivered for students with disabilities. Effective personalized learning requires an emphasis on the variations of ability for all learners. To be successfully implemented, both general and special education teachers need to be trained in effective practices and provided time for collaboration. Many strategies that work for personalized learning are the same strategies that have been successful in special education for many years. By incorporating student-centered instruction, flexible learning, and project-based units for all students in the general education setting, students with disabilities can have greater achievement across settings.With personalized learning, students gain confidence in their abilities and improve their self-advocacy skills through authentic and meaningful learning opportunities. Special Education learners can approach their academic path in a highly personalised way with the help of personalised learning experiences. It lets students study at their own speed with resources and techniques that are tailored to each learner's particular requirements and skills. It is obvious that individualised learning will play a major role in education going forward and will support students in succeeding in both their early childhood and professional endeavours. Being fast to adjust and adaptable are essential for creating a personalised learning experience. By doing this, one can ensure that students are engaged and moving closer to their objectives while also utilising what functions best for each individual learner.

References

Abawi, L. A. (2015). Inclusion from the gate in: Wrapping students with personalised learning Support. *International Journal of Pedagogies and Learning*, 10(1), 47–61

Ferguson, D. L., Ralph, G., & Meyer, G. (2001). *Designing personalized learning for every student.* Association for Supervision and Curriculum Development.

Nganji, J. T., & Brayshaw, M. (2017). Disability-aware adaptive and personalised learning for students with multiple disabilities. *International Journal of Information and Learning Technology*, 34(4), 307–321.

Rickabaugh,J. (2016). *Tapping the Power of Personalized Learning: A Roadmap for School Leaders.* ASCD Publishers.

Rodman,A. (2019). *Personalized Professional Learning: A Job-Embedded Pathway for Elevating Teacher Voice.* ASCD Publishers.

Zmuda , A.,Curtis ,G.,& Ullman,D.(2015). *Learning Personalized: The Evolution of the Contemporary Classroom.* Jossey-Bass Publishers

INCLUSIVE EDUCATION CUM ASSISTIVE TECHNOLOGY

Rosaline Nirmala. S
Assistant Professor, Department of Physical Science
Dr. S N S College of Education, Coimbatore.

ABSTRACT

Inclusive education means including children with disabilities in regular classrooms that have been designed for children without disabilities (Kugelmass, 2004). It refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. After independence, education has remained a deep concern for the government and society in our country. A large number of Programmers have been undertaken in the past six decades to tackle this gigantic question. India has remained the major pivot of education in medieval and ancient periods but the present scene appears to be unpleasant as referred by UNESCO data, the largest number of the illiterate are found in India. It is also known that India has multi aspects diversity which sometimes hinders the path of educational as well as economic progress. An unique initiative taken by government of India is Right to Education (2009). It provides a fundamental right of free and compulsory education to each and every child in India. To provide cultural and social equality, government of India has suggested implementing inclusive education in schools. In this paper, a humble attempt has been made to highlight the difficulties, challenges, roadblocks, as well as the steps taken to overcome these problems.

Keywords: *Inclusive education, Special Need Children,Assistive technology*

Introduction

"Communities that include everyone become stronger and everyone wins."<u>Jane Imbody</u>

In schools throughout the world, ' inclusion` has been used to refer tothe placement of students with disabilities in ordinary classrooms alongside their peers(Kugelmass, 2004). Inclusive education is a pairing of philosophy and pedagogical practicesthat allow each student to feel respected, confident and safe so that he or she can learn anddevelop to his or her full potential. It is based on a system of values and beliefs cantered onthe best interests of the student, which promotes social cohesion, belonging, and activeparticipation in learning, a complete school experience, and positive interactions with peersand others in the school community. These values and beliefs will be shared by schools andcommunities. Inclusive education is put into practice within school communities that valuediversity and nurture the well-being and quality of learning of each of their members.Inclusive education is carried out through a range of public and community programs andservices available to all students.

Concept of Inclusive Education

The idea of inclusive education means to provide education to students with special educational needs along with non-disabled students under the same roof. R.P. Hastings has referred that under the inclusion-model, students with special needs spend most or all of their time with nondisabled students. Implementation of these practices varies schools most frequently use them for selected students with mild to severe special needs. One of the major considerations that will characterize the classrooms of the new century is learner diversity. This will be a major advance from the past practices and conventions and shall speak of significant role that inclusive education shall have to play in future. Tapasakand coauthors

has stated (1999) "Students learn the importance of individual and group contributions and develop valuable life skills that are often unexplored in less inclusive settings." Sometimes Inclusive education is used as integrated education. Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom. Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

RTE: Right To Education

Right to Education (RTE), 2009 which expands the definition of "child belonging todisadvantaged group" and includes children with disability. It focuses on free & compulsoryeducation to all children of India between 6 to 14 years of age group. No child shall be heldback, expelled, or required to pass board examination until completion of elementaryeducation. However, majority of the schools failed to keep pace with the legislation and theexisting infrastructure has many limitations for accommodating CWSN.

RTE (2009) provides that:

- Free and compulsory education to all children of India in the 6-14 age groups.
- No child shall held back, expelled, or require to pass a board examination until completion of elementary education.
- A child above six years has not been admitted in any school or though admitted, could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age; as may be prescribed: provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.
- A child who completes elementary education shall be awarded a certificate.
- There will be 25% reservation for economically disadvantaged communities in admission to Class One in all private schools.
- Financial burden will be shared between state and centre governments.

Thus, we find that many a steps at the level of Legislature have been taken and their implementation is in progress by the government agencies, social groups and NGOs in a big way to realize the dream of free and equal education toall students including the students with special needs. To fulfill this objective, the inclusive education shall be based on some principles.

Principles of Inclusive Education

Principles of inclusive education may be summed up as under:
- Every child has an inherent right to education on basis of equality of opportunity.
- No student is discriminated or excluded from obtaining education on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth poverty or other status.
- School adapts to the needs of students, rather than students adapting to the needs of the school.

• The student's views are listened to and taken seriously.
- Individual differences between students are a source of richness and diversity, and not a problem.

Challenges of Inclusive Education
➢ Negative Attitude
➢ Lack of Educational Environment
➢ Rigid Curriculum
➢ Poverty Stricken Segment
➢ lack of Community Awareness
➢ Lack of Teacher-Training
➢ Insufficient funding

Suggestions for Effective implementation of Inclusive Education
➢ Adequate Government Policy
➢ Changing Attitude of People
➢ Providing Conductive Educational Environment
➢ Flexible Curriculum
➢ Increase Employment Opportunities

Assistive Technology
"Adaptive technology" redirects here.Assistive technology is an umbrella term that includesassistive, adaptive, and rehabilitative devices for peoplewith disabilities and also includes the process used inselecting, locating, and using them. Assistive technology promotes greater independence by enabling people toperform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interactingwith, the technology needed to accomplish such tasks.

Various Types of Assistive Technology
1. **Assistive technology and adaptive technology**
Assistive technology refers to "any item,piece of equipment, or product system, whether acquiredcommercially, modified, or customized, that is used toincreamaintain, or improve functional capabilitiesof individuals with disabilities", while adaptive technology covers items that are specifically designed for persons with disabilities and would seldom be used by nondisabled persons.

2. **Mobility impairment and wheelchairs**
Wheelchairs and othermobility devices allow people to perform mobility relate activities of daily living which include feeding, toileting,dressing grooming and bathing. The devices comes in anumber of variations where they can be propelled eitherby hand or by motors where the occupant uses electrical controls to manage motors and seating control actuators through a joystick, sip-and-puff control, or other input devices.

3. **Mobility impairment and walkers**
A walker or walking frame or Rollator is a tool for disabled people who need additional support to maintain balance or stability while walking. It consists of a frame thatis about waist high, approximately twelve inches deep andslightly wider than the user.

4. **Personal emergency response systems**

Personal emergency response systems (PERS), orTelecare (UK term), are a particular sort of assistive technology that use electronic sensors connected to an alarmsystem to help caregivers manage risk and help vulnerable people stay independent at home longer.

5. Accessibility software

In human–computer interaction, computer accessibilityrefers to the accessibility of a computer system to all people, regardlessof disability or severity of impairment, examples includeweb accessibility guidelines.Another approach is forthe user to present a token to the computer terminal, suchas a smart card, that has configurationinformation to adjust the computer speed, text size, etc. to their particularneeds.

6. Assistive technology for visual impairment

Many people with serious visual impairments live independently, using a wide range of tools and techniques.Examples of assistive technology for visually impairmentinclude the Canadian currency tactile feature, which asystem of raised dots in one corner, based on Braille cellsbut not standard Braille.

7. Augmentative and alternative communication

Augmentative and alternative communication (AAC) is an umbrella term that encompasses methodsof communication for those with impairments or restrictions on the production or comprehension of spoken orwritten language

8. Assistive technology for cognition

Assistive technology for cognition (ATC)is the useof technology (usually high tech) to augment and assistive cognitive processes such as attention, memory, self regulation, navigation, emotion recognition and management, planning, and sequencing activity

9. Prosthesis

Prosthesis, prosthetic, or prosthetic limb is a devicethat replaces a missing body part. It is part of the field of bio mechatronics, the science of using mechanical device with human muscle, skeleton, and nervous systems to assist or enhance motor control lost by trauma, disease, o defect. Prostheses are typically used to replace parts lostby injury (traumatic) or missing from birth (congenital)or to supplement defective body parts. Inside the body,artificial heart valves are in common use with artificialhearts and lungs seeing less common use but under active technology development. Other medical devices andaids that can be considered prosthetics include hearingaids, artificial eyes, palatal obdurate, gastric bands, anddentures.

10. Assistive technology in sport

Assistive technology in sport is an area of technology design that is growing. Assistive technology is the array ofnew devices created to enable sports enthusiasts who havedisabilities to play.

11. Computer accessibility

Assistive technology may attempt to improve the ergonomics of the devices themselves such as Dvorak andother alternative keyboard layouts, which offer more ergonomic layouts of the keys.Assistive technologydevices have been created to enable people with disabilities to use modern touch screen mobile computers suchas the iPad, iPhone and iPod touch. The Pererro is aplug and play adapter for devices which uses the builtin Apple VoiceOver feature in combination with a basicswitch. This brings touch screen technology to those whowere previously unable to use it.

12. Home automation

The form of home automation called assistive domoticsfocuses on making it possible for elderly and disabledpeople to live independently. Home automation isbecoming a viable option for the elderly and disabled who would prefer to stay in theiown homes rather than moveto a healthcare facility.

13. **See also**
- ✓ Accessibility
- ✓ Augmentative and alternative communication
- ✓ Braille technology
- ✓ Design for All (in ICT)
- ✓ Durable medical equipment
- ✓ Matching Person & Technology Model
- ✓ OATS: Open Source Assistive Technology Software
- ✓ Occupational Therapy
- ✓ Transgenerational design
- ✓ Universal access to education

Conclusion

In this paper, various types of assistive technology are discussed. The approach of every assistive technology was based, to the large extent, on the level of disabled person incapacity. A new communication and control technology using tongue has been discussed that can provide faster, smoother, and more convenient relative control than that of many existing technologies. Also it is low cost, minimal invasive, low power consuming and easy to learn assistive technology.

References

Krishnamurthy,G.,& Ghovanloo,M.(2006). *Tongue Drive: A tongue operated magnetic sensor based wireless assistive technology for people with severe disabilities*, in Proc. IEEE Int. Symp. Circuits Syst,5551–5554.

Huo, X., Wang,J.,& M. Ghovanloo. (2008).A Magneto Inductive Sensor Based Wireless Tongue-Computer Interface, *in IEEE Transactions on Neural Systems and Rehabilitation Engineering*,16(5),497–504.

ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION: ENHANCING INCLUSION AND LEARNING

*Bhuvaneswari.R
Assistant Professor of English
St. Ignatius College of Education, Palayamkottai - 627002
**Lakshitha Sri. R
Student, School of Bio-Technology Madurai Kamaraj University, Madurai – 625021

ABSTRACT

In the field of special education, Assistive Technology (AT) has become an indispensable tool that helps students with special needs to get over obstacles and reach their full potential in the classroom. An overview of the importance, advantages, and difficulties of assistive technology in special education and the strategies which draws attention to how AT can improve inclusion, make education more accessible, encourage engagement, and support individualized learning is to be explored in this article. It also looks at the different kinds of AT and how they are used, from computer software that is adaptive to sensory aids and Augmentative and Alternative Communication (AAC) devices. It does, however, recognize the difficulties with accessibility, cost, new technology, and moral issues that affect how well assistive technology is integrated. The role of AT in special education is summarized in this abstract in a clear and thorough manner, highlighting its potential to revolutionize education and establish inclusive learning environments for all students. This paper reveals the importance and challenges of AT in special education.

Keywords: Assistive Technology (AT), Universal Design for Learning (UDL) and Augmentative and Alternative Communication (AAC)

Introduction

The use of Assistive Technology (AT) in special education has become essential, as it helps students with special needs learn and be included in society. Equal opportunities for all students, recognition of their range of skills, and active involvement in the learning process are the goals of inclusive education. This objective can be effectively attained with the use of assistive technology, which lowers barriers and gives students the tools they need to overcome obstacles in their academic path. The principles of Universal Design for Learning (UDL), which emphasize the value of offering multiple means of representation, action, and engagement to accommodate learner variability, are in line with the use of assistive technology in special education. Through the integration of assistive technology into instructional design, educators can establish inclusive learning environments that accommodate the distinct requirements and learning preferences of every student. An extensive array of tools, software, and devices that help people with disabilities in different areas of their education are collectively referred to as assistive technology. Among other things, these technologies can help with communication, mobility, learning, and meeting sensory needs. Mobility aids, sensory supports, adaptive computer software, and Augmentative and Alternative Communication (AAC) devices are a few examples of AT.

Assistive Technology

The need for designing learning environments and educational settings that is accessible to students

with and without special needs should be considered for individual accommodations in learning settings. Assistive Technology is defined as "an item or piece of equipment or product system either acquired commercially, off the shelf, modified or customized and used to increase, maintain or improve functional capability for individuals with disabilities". It is essential for the teachers of special education to get exposed to technological tools that can assist students with special needs to attain their educational objectives.

Types of AT in Special Education

The needs and skills of each student with special needs should be taken into consideration when choosing AT, it is crucial to remember this. To ensure that AT is effective in improving inclusion and learning for students with special needs, it should be used in conjunction with appropriate training, ongoing assessment, and support. Assistive technology in special education encompasses a wide range of tools, devices, and strategies that support students with special needs in their educational journey. Here are the types of AT that could be commonly used in special education:

➢ **Augmentative and Alternative Communication (AAC) Devices:** AAC devices help individuals with communication difficulties to express themselves. These devices can include speech-generating devices, picture-based communication boards, and software applications.

➢ **Text-to-Speech and Speech-to-Text Tools:** Text-to-speech tools convert written text into spoken words, allowing students with reading difficulties or visual impairments to access written information. Speech-to-text tools, on the other hand, convert spoken words into written text, aiding students with writing difficulties or motor impairments.

➢ **Visual Aids:** Visual aids, such as graphic organizers, visual schedules, and visual timers, help students with cognitive or organizational challenges understand and manage information effectively.

➢ **Assistive Listening Devices:** Assistive listening devices, such as FM systems or personal amplifiers, enhance the auditory experience for students with hearing impairments, ensuring they can hear and understand classroom instructions and discussions.

➢ **Adaptive Computer Software and Hardware:** Adaptive software and hardware enable students with physical disabilities to access computers and digital resources. These tools may include alternative keyboards, switches, voice recognition software, and screen readers.

➢ **Sensory Tools:** Sensory tools, such as sensory cushions, weighted blankets, or fidget toys, help students with sensory processing difficulties regulate their sensory experiences and maintain focus in the classroom.

➢ **Mobility and Accessibility Aids:** Mobility aids, such as wheelchairs or walkers, and accessibility aids, such as ramps or adaptive desks, ensure that students with physical disabilities can navigate the school environment and access educational materials and activities.

➢ **Organization and Time Management Tools:** Organization and time management tools, such as digital planners, reminder systems, or task management apps, assist students with executive functioning difficulties in planning, organizing, and completing tasks.

Advantages of AT in Special Education

It is crucial to remember that the advantages of assistive technology can change based on the unique requirements and skills of each student. When utilizing assistive technology, it is important to customize its use to each student's specific needs and to combine it with the right teaching methods and

resources. Assistive technology in special education provides numerous benefits for students with special needs. Here are some of the key benefits:

- ✓ **Increased access to education**: Assistive technology helps students with special needs access educational materials, participate in classroom activities, and engage in learning experiences that may have been challenging without support.
- ✓ **Enhanced communication:** Assistive technology tools, such as augmentative and alternative communication (AAC) devices, support students with communication difficulties by providing alternative means of expression and facilitating effective communication with peers and teachers.
- ✓ **Improved academic performance:** Assistive technology enables students to overcome barriers and challenges related to their disabilities, allowing them to actively participate in learning activities and achieve academic success.
- ✓ **Promotion of independence:** Assistive technology empowers students with special needs to become more independent learners by providing them with tools and strategies to complete tasks, organize information, and manage their learning needs.
- ✓ **Increased engagement and motivation:** The use of assistive technology in special education can enhance student engagement and motivation by making learning more interactive, personalized, and accessible 1.
- ✓ **Boosted self-confidence:** Assistive technology can help students with special needs develop a sense of self-confidence and self-efficacy as they gain independence and successfully navigate their educational journey.
- ✓ **Promotion of social and emotional development:** Assistive technology tools facilitate social interactions, promote collaboration, and support emotional well-being by enabling students to actively participate in group activities and express their thoughts and feelings.

Implementation and Considerations of AT in special education

It is important to remember that the way assistive technology is implemented in special education can differ based on the unique requirements of the pupils as well as the resources at hand. As a result, it's critical to take customized approaches into account and modify implementation strategies appropriately. There are a few things to think about when integrating assistive technology in special education. Here are some important things to think about:

- ➢ **Individualized Education Program (IEP) Consideration**: When creating an IEP for a student, the usage of assistive technology ought to be taken into account. This entails evaluating the student's abilities and locating any access concerns that might have an impact on their performance.
- ➢ **Assessment of Assistive Technology Needs**: In order to choose the best assistive technology solutions, it is critical to evaluate each student's unique needs. The student's aptitudes, preferred method of learning, and the settings in which they will use the technology should all be considered during this evaluation.
- ➢ **Cooperation and Training**: For implementation to be successful, cooperation between educators, experts, and families is essential. To guarantee that they are informed about the assistive technology being used and how to successfully integrate it into the educational setting, teachers and other stakeholders should receive training.
- ➢ **Universal Design and Accessibility**: When choosing and implementing assistive technology, consideration should be given to universal design principles and accessibility. This guarantees that all

students can use and benefit from the technology, irrespective of their skill level.

➢ **Ongoing Support and Evaluation**: Students and teachers should receive ongoing support to handle any obstacles or problems that may come up when assistive technology is implemented. It is imperative to conduct routine assessments and surveillance of the technology's efficacy to guarantee its sustained prosperity.

➢ **Challenges in integrating AT in special education**

➢ Integrating assistive technology in special education can come with its own set of challenges. Here are some common challenges that educators and schools may face:

➢ **Lack of Awareness and Training:** Many educators may not be familiar with the range of assistive technology options available or may lack the necessary training to effectively use them in the classroom. This can hinder the successful integration of assistive technology into special education settings.

➢ **Limited Access to Resources:** Access to appropriate assistive technology resources can be a challenge for some schools and districts, especially those with limited budgets. The cost of acquiring and maintaining assistive technology devices and software can be prohibitive for some educational institutions.

➢ **Compatibility and Technical Issues:** Integrating assistive technology into existing classroom infrastructure and systems can present technical challenges. Compatibility issues between different devices and software, as well as connectivity and network issues may arise and need to be addressed.

➢ **Individualization and Customization:** Each student in special education has unique needs, and finding the right assistive technology solutions that meet those needs can be a complex process. It may require customization and individualization of the technology to ensure it aligns with the student's specific requirements.

➢ **Sustainability and Maintenance:** Assistive technology devices and software require ongoing maintenance and support. Schools need to have a plan in place to ensure the sustainability of the technology, including regular updates, repairs, and replacements when necessary.

➢ **Collaboration and Communication:** Effective collaboration and communication among educators, specialists, and families are essential for successful integration of assistive technology. Clear communication channels and coordination are needed to ensure that everyone involved is aware of the technology being used and how it supports the student's learning.

➢ **Attitudinal and Cultural Barriers:** Attitudes and beliefs about disability and assistive technology can vary among educators, students, and parents. Overcoming attitudinal and cultural barriers is crucial to creating an inclusive and supportive environment for the successful integration of assistive technology. It is important to address these challenges through professional development, resource allocation, collaboration, and ongoing support. By doing so, educators can maximize the benefits of assistive technology and enhance the learning experience for students with special needs.

Conclusion

Assistive learning tools, such as software, apps, communication devices, adaptive equipment, and sensory aids, can greatly benefit students with special needs by promoting independent learning, organization, time management, reading and writing skills, communication, and other

disciplines. These tools can be tailored to each student's needs, enabling individualized instruction and accommodations. This approach promotes a learner-centered approach and fosters inclusivity by bridging

the gap between students with special needs and their peers. However, it is essential to use supportive learning environments and good teaching methods alongside assistive learning technologies. Cooperation between educators, specialists, parents, and students is crucial for the effective integration of assistive learning into special education curriculum.

References

Basham, J. D., Lowrey, K., & Noyelles, A. (2010). Computer mediated communication in the universal design for learning framework for preparation of special education teachers. *Journal of Special Education Technology*, 25, 31-44.

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and the schools.* Teachers College Press.

Lankutis, T. (2004). Special needs technologies: An administrator's guide. *Technology & Learning*, 25, 30-35.

Rose, D. H., Hasselbring, T., Stahl, S., & Zabala, J. (2005). Assistive technology and universal design for learning: Two sides of the same coin. In D. Edyburn, K. Higgiris, & R. Boone (Eds.), *Handbook of special education technology research and practice*, 33-41.

Wehmeyer, M. L., Palmer, S. B., Smith, S. J., Davies, D. K., & Stock, S. (2008). The efficacy of technology uses by people with intellectual disability: A single-subject design meta-analysis. *Journal of Special Education Technology*, 23, 21-30.

http://ocw.mit.edu/courses/mediaarts-and-sciences/mas-714j-technologies-for-creative-learning-fall2009/readings/MITMAS_714JF09_read03_coll.pdf

EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE

*Deepakani.T
Student Teacher
**Panchali. M
Student Teacher
St. Ignatius College of Education (Autonomous)
Palayamkottai – 627002

ABSTRACT

Inclusive education (IE) is a new trend for educating the children with special needs with that of normal ones within the same roof. It seeks to cater the learning needs of all vulnerable , marginalized and exclusive children. It implies that all the children whether they have any disability or not being able to learn together. The flexible education system assimilates the needs of diverse range of learners and adapts itself to meet these needs. The school and classroom should work on the principle that students with disabilities are as competent as students without disabilities. Therefore, all students should play an active role in their classrooms and in the local school community. This means they are with their peers without disabilities, and in collaboration with them they can learn better.
Keywords: Inclusive Education, disabilities

Introduction

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs. Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children, it is unethical and impracticable to put children with special needs to test or to prove any thing in a research study to live and learn in the mainstream of school and community (Dash, 2006).

Concept of Inclusive Education

The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca Statement, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The Statement solicits governments to give the highest priority to making education systems inclusive and adopt the principle of inclusive education as a matter of policy. The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. Inclusive Education (IE) is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. It means attending the age appropriate class of the child's local school, with individually tailored support (UNICEF 2007). Inclusive education is a process of strengthening the capacity

of the education system to reach out to all learners. At the Jometin World Conference (1990) in Thailand, the goals for 'Education for All' were set and it was proclaimed that every person (child, youth and adult) shall be able to benefit from educational opportunities which would meet their basic learning needs. Inclusion is an educational approach and philosophy that provides all students greater opportunities for academic and social achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music, day care and afterschool care, extra-curricular, faith based, and all other activities. In India National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children inschool through a programme that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.

Implementing Inclusive Education

➢ Inclusive education helps the disabled child to develop a sense of pride in their work because they actually fill like they accomplished something. We know that Albert Einstein was learning disabled but still managed to become the greatest mind of the 20th century. Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education to the population in India (Shah, 2005, Shah et al., 2014).

➢ The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in the country. So, there are following measures for better implementation of Inclusive Education in India.

➢ The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should recognize the importance o broadened concept of inclusive education that addresses the diverse needs of all learners.

➢ A policy of inclusion needs to be implemented in all schools and throughout Indian education system (NCF, 2005). Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.

➢ The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community.

➢ As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.

➢ A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.

Need and Importance of Inclusive Education

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children

with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that children do better academically when in inclusive settings and Inclusion provides opportunities to develop relationships. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments.

The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms. An interesting side effect is that these parents report that they also feel more comfortable with people with special needs because of their children's experiences. Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life of other reasons that are known to be likely to impede a child's optimal progress. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which school needs to support their curriculum, teaching and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils. (International Standard Classification of Education ISCED, 1997)

But marginalization and exclusion of these pupils result in the growth of inferiority complexes among them and their parents/guardians. This leads the vision of "Inclusive Education". Inclusive Education aims at integrated development of children with special needs and normal children through mainstream schooling. To develop curriculum for special education and its inclusion in general teacher preparation programmes, Rehabilitation Council of India (RCI) made a historic collaboration with National Council for Teacher Education (NCTE) on January 19, 2005.

Disabilities and NEP

The principles of diversity, equity and inclusion if embedded within the school education system lays the foundation for access to schooling for all, a larger population joining the workforce and opportunities for lifelong learning for all learners. The National Education Policy (NEP), 2020 emphasizes that, "Education is the single greatest tool for achieving social justice and equality" which has implications for development of an inclusive community and society at large. In order for policy to translate to practice, educational barriers, facilities and services for Children with Special Needs (CwSN) must be addressed. The NEP has infused the aspects of disability inclusion throughout the policy document with a dedicated chapter on equitable and inclusive education, focusing on issues, challenges and recommendations for bridging the gaps reducing the disparities in access and participation of all learners. The issues and recommendations for inclusion of underrepresented students groups including children with disabilities has been subsumed in the policy and covered under the SEDGs i.e. Socio-Economically Disadvantaged Groups (SEDGs) which is an umbrella term covering gender identities, socio-cultural and socio-economic identities, geographical identities as well as disabilities.

The Policy advocates the provisions for CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016. Inclusive education broadly encompasses the teaching-learning environment which is welcoming and supports all learners regardless of learning styles, abilities and disabilities. The policy recommends inclusion and equal participation of CwSN across all stages of school education and to that end, endorses a whole school approach to inclusion such as resourcing school complexes and resource centres, engagement of special educators, capacity building of teachers & special educators, teaching-learning materials and co-curricular activities such as arts, sports and vocational education etc., thus equipping all learners with 21st century skills. As per UDISE + 2021-22, there are about 22,66,794 children with special needs (CWSN) students enrolled from pre-primary to class XII.

The Centrally sponsored scheme of Samagra Shiksha, is an integrated scheme of the Ministry of Education for school education catering from pre-primary to senior secondary classes. The scheme aims to universalize access to school education and supports all States and UTs in implementing the recommendations of the NEP. Ensuring equity and inclusion at all levels of school education is one of the major objectives of the scheme. One of the interventions is inclusive education for children with special needs. Under this component, various provisions are made available for the educational needs of CwSN, several activities are covered such as block level assessment camps for disability identification, support for orientation and awareness programs, therapeutic services, sports events and capacity building programs for special educators etc. Further, student specific support is also provided through allowances for escorts, transportation & scribes, aids & appliances, teaching-learning materials and stipend for girls with special needs. Support has also been made available for strengthening of Block resource centres with equipment and TLMs for individualized learning support of CwSN. Further, the scheme also supports provision for building of ramps with handrails and CWSN toilets in schools.

Conclusion

Right to Education Act 2009 ensures education to all children irrespective of their caste, religion, ability, and so on. It is essential to build an inclusive society through an inclusive approach. In doing so, we have challenged commonly held beliefs and developed a new set of core assumptions. Inclusion is more than a method of educating students with disabilities. It stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society. A good inclusive education is one that allows all the students to participate in all aspects of classroom equally or close to equal. To meet the challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. The Government of India is trying to improve its education system focusing on the inclusive approach. The challenges can be overcome by raising awareness of human rights in communities and publicising positive examples of disabled children and adults succeeding in inclusive education and in life beyond school as a result. We need to develop an inclusive design of learning to make the education joyful for all children so that the education for them is welcoming, learner friendly and beneficial and they feel as a part of it not apart from it. Therefore, Inclusion arose as a good solution to the question of how to educate these children more effectively.

References

Hyunjeong, J., Tyler-Wood, L., Kinnison, L., & Morrison, G. (2014). The US and South Korean pre-k through 6 teachers' beliefs about inclusion practices in their countries: Cross cultural perspectives. *The Journal of the International Association of Special Education*, 15(2), 11-23.

Mackey, M. (2014). Inclusive education in the United States: Middle school general education teachers' approaches to inclusion. International Journal of Instruction. 7(2), 5-16.

https://dsel.education.gov.in/inclusive-education

https://epathshala.nic.in/

http://www.education.nic.in

BREAKING BARRIERS : NAVIGATING THE LANDSCAPE OF INCLUSIVE EDUCATION FOR ALL

*Sreelakshmi.C
Ph.D Scholar (Full time)
**Dr Devika.S
Assistant Professor
N .V K .S.D College , Attoor, Kanyakumari

ABSTRACT

The key issue discussed in the article is the main challenges in developing inclusive education. Most countries have acknowledged inclusive education as a means to secure equal educational rights for all persons. However, the definitions and implementations of inclusive education vary immensely. They are discussed in relation to a narrow and a broad definition of inclusive education, distinguishing between a horizontal and a vertical dimension of the concept. The article also goes into students' learning outcomes in inclusive education as well as teacher competencies for inclusive pedagogy. No country has yet succeeded in constructing a school system that lives up to the ideals and intentions of inclusion, as defined by different international organizations. Placement seems to be the most frequent criterion of inclusive education, to avoid segregation. The quality of teaching and learning processes in inclusive education has lower priority.

Keywords: *Exclusion , Right To Inclusive Education*

Introduction

Inspired by social justice ideas, the Convention on the Rights of the Child (UN, 1989) and the Salamanca Statement (UNESCO, 1994), many European countries have developed policies and implemented practices to promote inclusive education (Arcidiacono and Baucal, 2020; Nelis and Pedaste, 2020). Inspired by social constructivist approaches to learning, teacher educators supporting inclusive education argue that child development depends not only on inherited capacities, but it is also constructed by shared social values, access to educational institutions, technologies (including assistive technologies), and other relevant social resources as well as quality of support provided to the child and opportunities to participate fully and equally in a community.

Teacher educators and policy makers would agree that it is true that current educational systems (schools, teachers, initial education of teachers, practices, technologies, teaching and learning materials, etc.) in many countries have been established based on an assumption that "regular" education, schools, and teachers should work only with "typical" children and other children need to be educated in a specially designed and segregated environment, that is, "special" education (Carrington, 1999; Croll and Moses, 2000; Dyson et al., 2002; Radó et al., 2016; Zgaga, 2019; Koutsouris et al., 2020). However, they would argue that in such an environment, children cannot develop a sense of belonging nor can become full members of the society because of marginalized status and limited opportunities to grow with others (Freeman and Alkin, 2000; Farrell, 2010; Koller et al., 2018). In order to have an equal opportunity, all children need to be educated in regular education that have conditions, capacities, and resources to be able to adapt to the children needs, capacities, and constraints. Following this, in a case when a school, teachers, discourses, practices, and technologies are not aligned with the needs of some students, it cannot be an

acceptable reason for the exclusion of the child, but for adapting the education to the child and his/her learning and developmental needs (Farrell, 2010; Arcidiacono and Baucal, 2020).

What is Inclusive Education?

Every child has the right to education. That includes children with disabilities. An inclusive education system is one that accommodates all students whatever their abilities or requirements, and at all levels – pre-school, primary, secondary, tertiary, vocational and life-long learning. It is important to understand what is and is not inclusive education:

- ❖ **Exclusion:** students with disabilities are denied access to education in any form.
- ❖ **Segregation:** education of students with disabilities is provided in separate environments designed for specific, and in isolation from students without disabilities.
- ❖ **Integration:** placing students with disabilities in mainstream educational institutions without adaptation and requiring the student to fit in.
- ❖ **Inclusion:** education environments that adapt the design and physical structures, teaching methods, and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination. Placing students with disabilities within mainstream classes without these adaptations does not constitute inclusion.

Why is Inclusive Education Important?

- ❖ The educational case: All children learn more effectively
- ❖ The economic case: It is cost-effective
- ❖ The social case: It contributes to more inclusive societies
- ❖ Interpreting Article 24, the right to inclusive education
- ❖ The right to education applies to all children. Article 24 describes what is needed to ensure that children with disabilities are able to realize this right:

Non-discrimination: Children with disabilities must be able to access education without discrimination and on the basis of equality. This means the right not to be segregated, and to be provided with all the support they need. All barriers must be removed - legal, physical, communication and language, social, financial and attitudinal barriers.

Aim of education: Education should promote the full development of all the abilities and potential of children with disabilities, support them to participate fully in society, and provide them with understanding of human rights, diversity, tolerance and respect for the environment.

No exclusions: children with disabilities must never be excluded from the general education system. Any legislation limits their access must be repealed.

Access to primary and secondary education: children with disabilities must have access to inclusive, quality and free primary and secondary education in the communities where they live. This means that:

- ❖ Sufficient numbers of schools must be available throughout the country.
- ❖ Schools must be accessible for all children with disabilities - including buildings, transport, playgrounds, hygiene and toilets facilities, communications, curriculum, education materials, teaching methods, and assessment and support services. All new buildings must be accessible.
- ❖ Education services must be acceptable to the requirements, cultures and languages all students with disabilities.

Trained teachers: Teachers must be trained to work effectively in inclusive environments. And teachers with disabilities must be recruited and trained. Teachers with disabilities in schools will help promote equal

rights, provide unique expertise and skills, contribute to breaking down barriers and serve as important role models.

General Support: Students with disabilities are entitled to general support to enable them get the most out of their education. This might include, for example, having enough trained and supported teaching staff, school counsellors, psychologists, and other relevant health and social service professionals, as well as access to scholarships and financial resources.\

Individual Education Plans: Every student with a disability should be provided with an individual education plan that sets out the accommodations and support they need. These plans should be developed together with the student. They should be monitored regularly and be designed to help them be fully included. The student should be able to make a complaint if the support they need is not provided.

Providing for Specific Impairments: Certain groups of students may require specific services so that they can acquire the life, language and social skills to help them benefit fully from their education. What must governments do to ensure inclusive education?

Establish Structures for Education: schools for every child should be the responsibility of the education ministry. And other ministries need to be involved in helping create inclusive education – for example, transport to enable children to get to school, planning so that buildings are accessible, child protection to make sure that children are safe, finance to ensure sufficient funding is available.

Introduce laws and policies: the right laws and policies must be in place to support inclusive education. This can include laws to end discrimination, to promise the equal right to education, to guarantee inclusive education, to provide support, to give children the right to be heard, to make sure all schools are accessible and introduce early identification and assessment of young children

Create Education Plans: governments need to make a plan of action to introduce inclusive education. It will need to spell out, for example, how much money will be made available, how many children will need to be provided with a school place, what action it is going to put in place to make it happen and time frames for when it will achieve these goals.

Conclusion

The journey toward inclusive education requires a collective commitment to dismantling barriers that impede the full participation of every student. By recognizing and addressing diverse learning needs, promoting accessibility, and embracing the richness of differences, we pave the way for a more equitable and empowering educational experience.Inclusive education is not just a concept; it is a transformative force that breaks down societal norms and fosters a sense of belonging for all students. The journey involves overcoming preconceived notions, challenging stereotypes, and advocating for policies that promote inclusivity. As we navigate this landscape, it is crucial to engage in ongoing dialogue, promote awareness, and provide resources to support educators, students, and families.Ultimately, the success of inclusive education lies in the hands of a united community dedicated to breaking down barriers. Through collaboration, empathy, and a commitment to diversity, we can create educational environments that nurture the potential of every individual. As we continue on this path, let us celebrate the progress made, learn from the challenges faced, and remain steadfast in our pursuit of an inclusive educational landscape where every learner can thrive and contribute meaningfully to society.

References

Baker, E. T., Wang, M. C. & Walberg, H. J. (1994) .The effects of inclusion on learning.*Educational Leadership*, 52 (4), 33–5.

Bruner, J. S. (1996). *The Culture of Education. Cambridge*, MA: Harvard University Press.

Cazden, C. B. (2001). Classroom Discourse: The Language of Teaching and Learning. Portsmouth, NH: Heinemann.

Deschenes, S., L. Cuban, & T. Tyack. (2001).Mismatch: Historical Perspectives on Schools and Pupils Who Don't Fit Them. *Teachers College Record* 103 (4), 525–547. doi:10.1111/0161-4681.00126.

Farrell, P., Balshaw, M. & Polat, F. (1999). *The Management Role and Training of Learning Support Assistants*. London : DfEE.

Forbes, J. C. (2001) Teacher/therapist collaboration policy: an analysis', Child Language. *Teaching and Therapy*, 17, 195–205.

TEACHERS SELF-EFFICACY FOR INCLUSIVENESS

*Justin R

PhD Scholar

**Dr Maria Saroja. M

Research Director, IQAC Coordinator &Associate Professor of Biological Science

St. Ignatius College of Education (Autonomous),Palayamkottai

ABSTRACT

Teaching in the inclusive classroom is complex. One construct that relates closely to the teaching practices is self-efficacy of teachers. Teachers with a high sense of inclusive teaching efficacy tend to create classroom environments where studentswith a range of abilities and learning styles succeed. Research on inclusive teacher efficacy construct is relatively new and gaining significant attention by researchers worldwide. This chapter provides an overview of self-efficacy in general. The success of inclusive education is dependent on the self-efficacy of classroom teachers. For teachers to successfully implement inclusive practices within the classroom, they must first believe in the right for education for all students and understand the legislations surrounding inclusive education. Teachers must also continue to grow their knowledge through participation in Professional Development that is supported by collaborated Professional Leaning Communities within the school. In order for teachers to continue to adapt their practice to suit the needs of their students, school leaders are responsible for developing a culture of inclusion and providing opportunities for collective growth among all educators within the system.
Keywords: self-efficacy, inclusive education,Professional Development

Introduction

Bandura introduced the concept of self-efficacy over 30 years ago as an important factor in human motivation. The definition of self-efficacy as people's beliefs about their abilities to produce designated levels of performance that has significant influence over their lives (Bandura, 1994) reflects the important role of self-efficacy in human agency. According to Bandura's social cognitive theory (1986, 1989), self-referent thought of an individual acts as a mediator between her/his knowledge and actions. A remarkable growth of teacher self-efficacy research has been noted since Bandura published his influential work, "Self-efficacy: Toward a unifying theory of behavioural change", in 1977. Extensive research supports the claim that self- efficacy has an important influence on human achievement in a variety of settings, including educational achievement (e.g., Pajares, 1997; Ross, 1992; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). Many well-crafted studies have been conducted in the area of teacher self- efficacy and researchers are interested in practical application of their work. Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) proposed an integrated model of teacher self-efficacy in late 1990s. They particularly emphasised the context specific nature of teacher self-efficacy (an idea originally proposed by Bandura). They proposed that teachers do not feel equally efficacious for all teaching situations.For example, one may feel efficacious to teach a particular subject, or to teach a particular group of students, and she/he may feel more or less efficacious under different circumstances such as using a new method for teaching instead of the traditional method. In most countries around the world, schools are a place where students, regardless of culture, gender, language, and ability, are entitled to the opportunity of equal education (Chao et al., 2017). The end goal of inclusive education is to provide

every child with the chance to flourish in a safe learning environment, as well as within society (Nishan, 2018). Teachers play a central role in the implementation of inclusive education (Chao et al., 2016); seeing themselves as capable educators will guide inclusive philosophy (Specht et al., 2015). In order to strengthen teacher this self-efficacy, teachers must believe in the culture of inclusion (Nishan,2018), and learn about local legislation and policies of inclusion (Chao et al., 2016). While the attitudes and beliefs of inclusion are an important starting point for educators, pre-teacher training provides teachers with the knowledge of differentiating instruction and experience working with alongside students with exceptional needs (Friesen & Cunning, 2018). School leaders are essential in establishing a culture of inclusion while supporting educator's needs for inclusive practices (Jung et al., 2019) by providing sustainable professional development and building collaborative professional learning communities (PLCs).

Teacher Beliefs and Attitudes Towards Inclusiveness

The beliefs and attitudes that teachers hold toward inclusive education are foremost in understanding the importance of providing equal opportunity for all students. Positive attitudes toward inclusion are important in the successful implementation of inclusive practices and creating a positive learning environment for all students (Sannen et al., 2020). Individual attitudes and beliefs vary from teacher to teacher and are influenced by factors such as personal experiences, culture, exposure, and local policy and legislation (Peček & Macura- Milovanović, 2019). Since culture can play a role in one's belief of inclusion (Steen & Wilson, 2020), increased knowledge and understanding of local law and legislation is found to increase self-efficacy (Chao, 2017). When pre-service teachers are given a chance to evaluate their own skills with regards to inclusive education that is consistent with local law and legislation, the effect is greater than learning teacher skills alone. Teacher beliefs and attitudes toward inclusiveeducation are significant factors that relate to the success of inclusive education, and these attitudes and understanding of local legislation are generally formed during teacher training courses (Chao et al., 2016). It is important that educational institutions, such as universities and teacher colleges, continue to inspire positive beliefs and attitudes toward inclusivity, but also provide teacher candidates with ample exposure to diverse classroom settings.

Effect of Self-Efficacy About Inclusive Education

Self-efficacy beliefs influence motivational and self-regulatory process in several ways. They influence the choices people make and the action they pursue. Self-efficacy also helps to determine how much effort people will expand on an activity, how long they will persevere when confronting obstacles and how resident they will prove in the face of adverse situation, the higher sence of efficacy, the greater the effort, persistence and resilience. Efficacy beliefs also influence the amount of stress and anxiety individual experiences as they engage in a task and the levels of accomplishment they realize. Strong self-efficacy beliefs enhance achievements and personal well-being in many ways. People with strong sense of self-efficacy, approach difficult tasks as challenges to be mastered rather than dangers to be avoided, and have intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, higher their efforts in the face of failure, more easily recover their confidence after failures or setbacks and attribute to insufficient efforts on different knowledge and skills which they believe they are capable of acquiring. As result of these influences self-efficacy beliefs are strong determinant and predicators of the level of

accomplishments that individuals finally attain for these reasons. Bandura (1986, 1997) has made the strong claim that beliefs constitute key factors of human agency**.**

Characteristics of Low Self-Efficacy

Low efficacy teachers' practices focus on behaviour management, regularly viewing the differences among students.

- ❖ *Fear of Risks:* Individuals with low self-efficacy see themselves as unable to be successful. As a result, they are often unwilling to take risks or try new things because they are convinced that the result will be failure. This is particularly unfortunate because the main way to increase self-efficacy is through practice and experience.
- ❖ *Fear of Uncertainty:* Low self-efficacy often is related to self-doubt and uncertainty. The individual doesn't want to try without a guarantee of success. As a result, they may never discover things at which they could be successful.
- ❖ *Feelings of Failure:* Those with low self-efficacy frequently have feelings of failure. As indicated above they might avoid or not try new things due to the risk involved. Or, they might only try something half-heartedly. As a result, they are less likely to experience success and more likely to see themselves as a failure.
- ❖ *Impression Management:* Impression management is the attempt to control how others might perceive you in order to be seen more positively. People with low self-efficacy feel they are not capable but may try to present a successful and competent image to others. They may put a great deal of energy into behaving in a way to obtain approval from others and experience a great deal of worry about being found out to be a fraud. For instance, they may try to hide mistakes from others rather from them which prevents them from increasing their sense of self-efficacy.

Characteristics of High Self-Efficacy

High efficacy teachers' practices focus on student success, accessibility and building confidence.

- ❖ *Self-Confidence:* One of the most obvious characteristics of high self-efficacy is self-confidence. They approach tasks or situations with a sense of their ability to be successful. This self-confidence tends to lead to more experience which increases their ability which leads to greater self-confidence. This positive cycle lends itself to increasing self-efficacy even further.
- ❖ *Accurate Self-Evaluation:* Individuals with high self-efficacy tend to be able to accurately evaluate their performance. They are neither overly-critical nor overly positive but are able to examine themselves realistically in order to pursue self-improvement.
- ❖ *Willingness to take risks:* Those with high self-efficacy are willing to take risks because they understand that taking calculated risks increases the chances of success. As they are not fearful of failure or mistakes, reasonable risks can only increase self-efficacy.
- ❖ *Sense of Accomplishment:* Generally those with high self-efficacy feel a sense of accomplishment because they are often more successful due to the willingness to take risk and to pursue interests. Even if they fail or make mistakes they feel a sense of accomplishment because they view mistakes as opportunities to improve themselves.

How Can Self-Efficacy Be Improved?

- *Develop Skill Set.*The most important way to improve self-efficacy is to develop the skill set you need to be effective. If you are having trouble being successful in your work, identify your areas of deficit and determine what you need to do to improve. Ask others to honestly evaluate your skills and to give specific advice regarding improvement. Once you know what you need to do, then you need to do it again and again until you feel competent. That's how competence develops. People aren't born with competence, they have to learn and practice in order to become competent.

- *Modeling.*One way to learn the necessary skills is to observe others. You can observe successful completion of tasks to learn how to achieve success. When you observe others being rewarded for their performance or successful completion of a task, you are more likely to be able to model yourself after their behavior.

- *Focus on Species.*To improve self-efficacy, it is best to focus on specifics. If someone gives you general feedback especially if it is negative you are less able to make changes than if someone can provide specific feedback. For instance, if you want a child to learn how to do dishes you don't say "These dishes aren't clean," instead you say "Let me show you how to load the dishwasher to get the best results.

- *Reinforcement.*The more behavior is reinforced, the more likely it will continue. If you want to improve your self-efficacy focus on what you do well and reinforce it by giving yourself specific praise.

Pre-Service Training of Inclusive Education

Pre-service training has a positive influence on teachers' attitudes of inclusive education and improves teacher self-efficacy for inclusive practices (Chao et al., 2017). In order for pre- service teachers to be confident entering diverse classroom settings, it is imperative that educational institutions, such as universities and teacher colleges, offer specific training that provides teachers with the skills and experiences they require to feel successful in implementinginclusive teaching practices (Specht et al., 2015). Pre-service teachers who are offered more extensive programming to understand behaviour management and other inclusive practices enter mainstream schools with more inclusive beliefs and positive self-efficacy. Pre-service teachers engaged in courses that are specific to inclusive education report a higher level of confidence than other pre-service teachers who do not engage in such specialized courses (Chao et al., 2017). Teachers will, therefore, advocate for the importance of educating all students when entering mainstream classrooms. My current role as resource teacher provides me with the opportunity to collaborate with first-year teachers. An issue that is continuously mentioned by teachers is the lack of preparedness experienced when first exposed to a diverse classroom, particularly students with exceptional needs. It is, therefore, crucial that educational institutions, such as universities and

teacher colleges, offer pre-service teachers sufficient opportunity to engage in practical experiences working with students with exceptional needs (Kiel et al., 2019). Along with teachers requiring the opportunity to expose themselves with a range of student profiles, they will also require training and feedback in adapting curriculum and instruction to meet the learning needs of all students.

For teachers to be successful within the classroom, educators must understand and engage in differentiated instruction that will enable them to support the needs of all students (Friesen & Cunning, 2018). Teacher self-efficacy includes the belief in one's ability to adopt innovative teaching strategies that are required to handle the range of learning profiles within the classroom (Keil et al., 2019). Beginning teachers typically experience low self-efficacy whenit comes to adapting curriculum for all students in their classroom (De Neve & Devos, 2015).

Inclusive Practice and Teacher Self-Efficacy

Teachers' belief in their teaching capabilities may be associated with their attitudes towards inclusion and their employment of inclusive practices. For example, some studies (e.g., Savolainen et al., 2020; Woodcock & Jones, 2020; ozokcu, 2017) have found that teachers with higher teacher self-efficacy may hold more positive attitudes towards inclusive education and student diversity and have a lower likelihood of excluding students from their classroom. Furthermore, although there are some mixed findings, teachers with a higher teacher self-efficacy may have a lower likelihood of referring students to special educational placements (see Zee & Koomen, 2016). Teachers with higher teacher self-efficacy may also be more willing for students with disability to be included in mainstream schools, and more willing to teach these students within their own classroom (Savolainen et al., 2020). In regard to inclusive instructional approaches, some studies have found that more experienced teachers with high self-efficacy may more frequently use differentiated instruction, adjust goals to cater for students' needs, and may be more positive towards implementing these strategies (see Zee & Koomen, 2016). In an Australian study, Sharma and Sokal (2016) examined the relationship between in-service teachers' use of inclusive practices and their teaching efficacy. They found that teachers with a high sense of teaching efficacy employed more inclusive practices (Sharma & Sokal, 2016). In a recent study, Sharma et al. (2021) examined relationships between 390 pre-service educators selected from Australia, India, Canada, and Hong Kong with their attitudes, self-efficacy beliefs, and the use of inclusive practices using a newly developed Inclusive Practices Scale. They found teaching efficacy beliefs were the strongest predictors of participants' use of inclusive practices.

Teachers' self-efficacy has also predicted their reported inclusive behaviours towards students with intellectual disabilities, which included modifying curricular content, resources and the pace of instruction (Wilson et al., 2016). Wilson and colleagues suggest that without these self-efficacy beliefs, the requisite effort to perform inclusive behaviours may not be exerted, as self-efficacy beliefs draw on both teachers' motivation and ability for inclusive practice. Overall, Savolainen et al. (2020) argue that there is a current scarcity of empirical evidence which explores the relationship between teacher self-efficacy and teachers' inclusive practices within their classroom. However, studies such as those above convey that self-efficacy beliefs may have an important role to play in the practice of an inclusive educational approach.

Whether all students are receiving a high-quality education when they are within 'inclusive' classrooms requires further investigation (Sharma & Sokal, 2016), and examining teachers' self-efficacy and the way in which it relates to their reported inclusive classroom practices may provide insight into this. Furthermore, as increases in teachers' self-efficacy are suggested to aid the development of positive teacher

attitudes towards inclusion (Savolainen et al., 2020) and their willingness to employ inclusive practice (Wilson et al., 2016), understanding how teacher self-efficacy may relate to inclusive practices would be valuable and timely. This study therefore examined teachers' level of teacher self-efficacy and the ways in which their classroom practices are inclusive.

Professional Development to Strengthen Teacher Self-Efficacy

Teacher professional development, both at the pre-service and experienced teaching level,is critical in promoting the most appropriate inclusive practice and continuing to strengthen teacher self-efficacy (Sharp et al., 2018). Teachers of all levels, especially beginning teachers, experience barriers when it comes to not having enough time and support to adapt curriculum for the diverse needs within the classroom (De Neve & Devos, 2015). It is important that school leaders provide effective professional development that is content specific, delivered by experts,and offered over an extended period so that teachers can engage, apply, and reflect on learned inclusive practices (Sharp et al., 2018). It is also important that school leaders identify the type of support needed among the differing levels of teacher experience within the school, and provide professional development that is specific to the needs of each teacher (Kiel et al., 2019). Understanding which teachers have low self-efficacy in certain areas will assist school leaders in tailoring professional development that is intentional and specific to school needs.

Professional development should also be made available to all staff who work within the classroom, including educational assistants (Villafuerte, 2020). Since educational assistants do not require official qualification to work within classrooms, these individuals require ongoing professional development in areas such as basic information about disabilities, instructional strategies, and different methods to support students with academic, behavioural, and emotional needs. Educational assistants who are qualified and have the knowledge needed to work in a variety of school settings increase the self-efficacy of both themselves and the classroom teacher and can promote successful collaboration needed for effective classroom environments.Professional development is perceived to be a key factor in building self-efficacy among all teachers, including educational assistants, and ultimately contributes to supporting the needs of all students within the classroom (Chao et al., 2017). Professional development not only provides teachers and educational assistants with knowledge and understanding, but also promotes a collaborative environment that is needed to establish networks in which all educators can reflect on educational practices, and co-construct successful learning opportunities for all students.

Providing teachers with professional development and the awareness of inclusive practices is an important first step to creating a culture of inclusion. However, if teachers are not providedthe support network that is created through PLCs, new knowledge does not result in lasting changes (Meyer et al., 2019). Although teachers play a central role in the implementation of inclusive practices, we cannot expect that teachers can independently meet the needs of all students (Sannen et al., 2020). PLCs enable teachers to develop new skills and provide necessary feedback to each other that, in turn, enhances student learning (Voelkel & Chrispeels, 2017). Collective efficacy refers to the beliefs that school members hold about the specific work groups to which they are assigned and their capability to follow through with the action plan that is necessary to reach a desired goal. Working with a range of students in different classrooms from year to year, it is essential to hold case management meetings with multiple teachers in order to provide consistent and up-to-date programming. I rely on our school's collective efficacy to make the best decisions for student-specific programming. When engaged in connected PLCs, teachers develop the confidence required to provide all students with intentional learning opportunities.

Conclusion

One of the most challenging tasks teachers face is providing all students with equal opportunity to succeed within the classroom (De Neve & Davos, 2015). Teachers need to feel confident in providing all students with appropriate teaching, and feel that they can support behavioural needs when implementing inclusive practices (Chao et al., 2017). In order to build teacher self-efficacy, individuals must first hold positive beliefs toward inclusion (Sannen et al., 2020). Understanding local laws and legislation of inclusion makes teachers more confident in advocating for their students (Meyer et al., 2018). To build self-efficacy, it is important that educational institutions develop suitable teacher programs that provide pre-service teachers with the practical experience working alongside students with exceptional needs (Kiel et al., 2019), and the ability to differentiate instruction (Wan, 2015). When teachers enter mainstream classrooms, it is important that school leaders create an inclusive school climate that provides support and encourages inclusive dialogue among teachers (Taylor et al., 2016). Encouraging teachers to engage in regular professional learning impacts both teacher self-efficacy in inclusive practices and student achievement (Sharp et al., 2018). To make professional development effective, school leaders need to build PLCs (Yang, 2019) that enable teachers to learn together, provide feedback, and reflect on successful inclusive practices.

References

Bandura A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review,* 84(2), 191–215,

Chao, C. N. G., Chow, W. S. E., Forlin, C., & Ho, F. C. (2017). Improving teachers' self-efficacy in applying teaching and learning strategies and classroom management to students with special education needs in Hong Kong. *Teaching and Teacher Education*, 66, 360-369.

Chao, C. N. G., Forlin, C., & Ho, F. C. (2016). Improving teaching self-efficacy for teachers in inclusive classrooms in Hong Kong. *International Journal of Inclusive Education,* 20(11),1142-1154.

De Neve, D., & Devos, G. (2015). The role of environmental factors in beginning teachers' professional learning related to differentiated instruction. *School Effectiveness and School Improvement,* 27(4), 357-379.

Friesen, D. C., & Cunning, D. (2018). Making explicit pre-service teachers' implicit beliefs about inclusive education. *International Journal of Inclusive Education*, 24(14), 1494-1508.

Kiel, E., Braun, A., Muckenthaler, M., Heimlich, U., & Weiss, S. (2019). Self-efficacy of teachers in inclusive classes. How do teachers with different self-efficacy beliefs differ in implementing inclusion? *European Journal of Special Needs Education*, 35(3), 333-349. https://doi.org/10.1080/08856257.2019.1683685

Meyer, E. J., Quantz, M., Taylor, C., & Peter, T. (2018). Elementary teachers' experiences with LGBTQ-inclusive education: Addressing fears with knowledge to improve confidence and practices. *Theory Into Practice*, 58(1), 6-17.

Nishan, F. (2018). Challenges of regular teachers in implementing inclusive education in schools of Maldives. *International Journal of Education, Psychology and Counseling*, 3(10),88-102.

Pecek, M., & Macura-Milovanovic, S. (2014). Do admission criteria for teacher education institutions matter? A comparative study on beliefs of student teachers from Serbia andSlovenia about inclusive practices. *Teachers and Teaching*, 21(3), 260-276.

Sharma.,& Sokal.(2016).Can teachers' self-reported efficacy, concerns, and attitudes toward inclusion scores predict their actual inclusive classroom practices? *Australasian Journal of Special and Inclusive Education*, 40 (1), 21-38.

Wilson et al., (2016). The impact of social cognitive and personality factors on teachers' reported inclusive behavior. British Journal of Educational Psychology, 86 (3),461-480.

Zee.,& Koome. (2016).Teacher self-efficacy and its effect on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research,* 86 (4), 981-1015.

INDIVIDUALIZED EDUCATION PLANS(IEPs)

*Vennila. A
Student Teacher
**Mathumitha. K
Student Teacher
PSNL College of Education,Mettamalai, Sattur

ABSTRACT

Individualized education programs (IEPs) are at the heart of the Individuals with Disabilities Education Act (IDEA), the purpose of which is to make a free appropriate public education (FAPE) available to every student in special education. During the IEP planning process, the student's needs, annual goals, special education and related services, evaluation and measurement criteria, and his or her educational placement are determined and implemented
Keywords: Individualized education programs,Individuals with Disabilities Education Act

Inclusive Education in India

In India, National Council of Educational Research and Training (NCERT) in collaboration with UNICEF has launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to enhance the integration of learners with disabilities into regular schools. In 1997, IEDC was amalgamated with other major basic education projects like the DPEP (Chadha, 2002) and the Sarva Shiksha Abhiyan (SSA) (Department of Elementary Education, 2000). The Persons with Disability Act, 1995 has a provision of providing education to children with special needs in the appropriate setting with normal students. The SSA launched by the Govt. of India, in 2001, underlines the prerogative of a child with disability to be included in the mainstream of education. MHRD (2006) in its Sarva Shiksha Abhiyan (SSA) framework clearly states that SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt zero rejection policy so that no child is left out of the education system. The Rehabilitation Council of India (RCI) is mainly responsible for education and rehabilitation of children with special needs. The Rehabilitation Council of India (RCI) was set up as a registered society in 1986. On September, 1992 the RCI Act was enacted by parliament and it became a Statutory Body on 22 June 1993.The Act was amended by Parliament in 2000 to make it more comprehensive. The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardize syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.

Problems of Inclusive Education in India

Inclusive education has been always a priority for government of India. But there is a gap between policies and their actually implementation in the country with respect to inclusive education. There are various challenges that hinder proper practice of inclusive education in our country. Based on the literature and personal experiences, Singh and Aggarwal (2015) believe these barriers to include the following:

❖ Teachers are not efficient and skillful as required for inclusive education. Das, Kuyini and Desai (2013) examined the current skill levels of regular primary and secondary school teachers in Delhi, India in

order to teach students with disabilities in inclusive education settings. They reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities.

❖ Successful implementation of inclusive education requires positive attitudes towards inclusion and disability among teachers, parents, peers, administrators and policy planners. But negative thinking is still prevalent.

❖ The teachers lack basic awareness about children with disabilities. They have their own socially and culturally constructed notions about certain obvious disabilities but lack scientific and educational knowledge about the disabilities such as classification, labeling, special needs and adaptations etc.

❖ School environment needs infrastructural facilities for truly implementation of inclusive education. However, such accommodations are not there in majority of the schools.

❖ Family plays a significant role in implementing inclusive education in India. Family is considered having sole responsibility for their children in India. Hence, inclusion can only be realized by motivating and involving family in the process.

❖ For practicing inclusive education, negative self-perceptions of children with disabilities pose a great challenge. These negative perceptions are often strengthened by neighbors, peers, and teachers. Without wiping out these negative self- perceptions, true inclusion of such children is not possible.

❖ The pre-service teacher education programs being run in the country are failing to sensitize and equip prospective teachers in inclusive education practices. Modifications are needed to make these teacher education programs more effective.

❖ Government of India claims that it has implemented inclusive education everywhere and at all levels. However, the policy planning is improper and measures to assess the degree of implementation have not been developed.

❖ For a huge and diverse country like India, implementation of inclusive education at all levels requires a lot of money to be spent. The government does not seem willing to incur this huge expenditure.

❖ For implementing inclusive education in all educational institutions, at all levels, we need strong support services. Their strength should be both quantitative and qualitative. But, existing support services are scarce and inadequate.

Individualized Education Plans

Individual Education Plan (IEP), and with it the nowadays internationally widespread phenomenon of individual planning , took its origins within the Education for All Handicapped Children Act , which was prompted by the US civil rights and enacted to recognise the democratic rights of all individuals to a free and appropriate education (Goodman/Bond 1993). Starting from then, the elaboration of an IEP in many nations had the purpose to ensure meeting the individual educational needs of students with disabilities (or other difficulties and disadvantages in learning). Therefore, the IEP is discussed to be one of the key tools educational settings have to be able to provide the necessary support for students with Special Educational Needs (SEN; Blackwell/Rossetti 2014). Since this beginning almost 5 decades ago, IEPs became "ubiquitous" because, even though under various names, they can be found in most countries around the globe (Mitchell/Morton/Hornby 2010). Even though these documents and the related practices do not share the exact same use and status in each national context, what they have in common is that they are the key element of special education provisions as a measure for children with SEN. Moreover, most national legislations foresee that the document is elaborated and designed in a multi-professional team, uniting representatives of different institutions such as school, health services, and the family, making the IEP an

inter institutional document (Blackwell/Rossetti 2014; Müller/Venetz/Keiser 2017). Over the course of time and with more recent and international policies and movements (eg, Salamanca Statement UNESCO 1994; UN Convention on Rights of Persons with Disabilities [UN CRPD] 2006; Agenda 2030 and Sustainable Development

The Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a federal law in the United States that guarantees children with disabilities the opportunity to receive a free appropriate public education alongside their peers without disabilities in the least restrictive environment. It permits parent involvement in the process of creating an IEP. Yet, a wealth of studies indicates that parents frequently experience a sense of alienation throughout the process. In this study, qualitative data from 35 parents of adolescents with disabilities who have worked to establish an IEP with a school team were collected in order to explore parent perspectives about how educators might help make the IEP process more inclusive and collaborative. Our research sheds light on the perspectives of parents and shows that they West Florida University, 2023("Auer, P., Bellacicco, R., & Ianes, D 2023).

The COVID-19 pandemic has had a profound impact on parents, educators, and school-age children's educational experiences. Restrictions changed the ways that traditional roles, instruction, and communication tools were delivered in brick-and-mortar schools throughout the 2019–2020 and 2020–2021 school years. Many parents found themselves at the forefront of instructional decision-making, as opposed to being forced into a passive role in their children's education. The impact of these COVID-19-related changes on parents whose pupils have Individualized Education Plans (IEPs) is examined in this qualitative, phenomenological study. Prior to and during COVID-19, the six parents who were interviewed for the study took part in IEP sessions at a particular Arizona school. The participants discussed how their impressions of the IEP experience were affected by the modifications made to the school-home relationship during COVID-19Social Sciences and Business Journal, 2 (1), 2023, 43-60("Price, A. R.2023)

Research indicates that home and school collaboration greatly increases the success of students with special needs in their educational endeavors. However, there is a lack of literature that generalizes this idea, as most studies concentrate on a single school or student demographic, such as those with autism (J. M2023).

Ten parents of special needs children and ten instructors of special needs students, all located across the United States, were interviewed for this qualitative study using convenience sampling to learn about their perspectives on collaboration with reference to the Individualized Education Program (IEP). Zoom® was utilized to conduct online interviews, and NVivo® software was employed to analyze the collected data. Among the key phrases utilized to pinpoint the themes were cooperation, The Western Ontario University (Canada), 2015. The beliefs, practices, and experiences of elementary school teachers in Ontario, Canada, as they work to develop Individual Education Plans (IEPs) for children with Intellectual Developmental Disability (IDD) are examined in this qualitative study using case study and narrative inquiry methodologies. The preparation of IEPs for children in regular education and special education classrooms is the main subject of this study. The perspectives on disability, IDD, and special education needs that influence current IEP development procedures are discussed. This study applies the critical social theoretical perspectives of Pierre Bourdieu and theorists working in Disability Studies/Disability Studies in Education since there is a dearth of research that provides a theoretical explanation of the IEP process. This article's goal is to offer doable, empirically supported methods for utilizing technology to track the advancement of Individualized Education Plans (IEP) goals. To assist teachers in managing kids' needs and

informing families of their performance, steps in the evaluation process and progress tracking techniques are offered. Resources, case studies, and exemplar materials are offered. Examining the contents of individualized education programs (IEPs) for teenagers with autism spectrum disorder (ASD)—including goals for postsecondary transition, services, and modifications to special education categorization over time—was one of the study's main goals. METHODS: The Autism Developmental Center provided a long-term population-based monitoring cohort for this investigation (Rashid, S. M. M., & Wong, M. T.2023).

Conclusion

An analysis of the literature on changes that have occurred on a national and worldwide scale in the usage of Individual Education Plans (IEPs) with families and schools, with a focus on the role(s) of special education assessment practices in the IEP process. IEPs are used with schools and parents; special education staff and other agencies play a role in the IEP process; what makes the IEP process effective for schools, students, and their families; what evidence there is of their effectiveness, with particular reference to the educational implications; and students with special needs in all school sector settings as learners, not the disability or the diagnosis they present with are the main topics of the review.

References

Alquraini, T., & Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: Literature review. *International Journal of Special Education,* 27(1), 42-59.

Chadha, A. (2002). Inclusive Education in DPEP. Journal of Indian Education. *Special issue on Education of Learners with Special Needs.*

Das, A. K., Kuyini, A. B., & Desai, I. P. (2013). Inclusive education in India: Are the teachers prepared?. *International Journal of Special Education,* 28(1), 27-36.

Dash, N. (2006). Inclusive education why does it matter? Edutracks, 5(11), 5-10. Kumar, S., Rani, K., & Singh, G.P. (2016). Inclusive education- obstacles and suggestions in Indian context. *Bhartiya Bhasha, Shiksha, Sahitya evam Shodh,* 7(10), 12-19.

Sanjeev, K., & Kumar, K. (2007). Inclusive education in India. *Electronic Journal for Inclusive Education,* 2(2), 1-15.

Sarao, T. (2016). Obstacles and challenges in inclusive education in India with special reference to teacher preparation. *International Journal of Education and Applied Research*, 6(1), 35-37.

ABOUT THE COLLEGE

Greetings from St.Ignatius College of Education!

We are extremely happy to invite you to the One-day International Seminar on "Effective Instructional Strategies for Individuals with Exceptional Needs- Realising the Goal of Educational Equity" scheduled to be held on 15.12.2023.

St.Ignatius College of Education established in Palayamkottai, TamilNadu, South India traces its origin to the year 1957 by the ICM sisters having their generalate in Rome, with an inspiration for commitment, sensitivity to human needs and dedicated service to humanity. The motto " Virtue is our Strongest Shield" , has kept alive the flame of wisdom and virtue burning in our hearts spreading the beacon light to our succeeding breed of dedicated women teachers. The college under its educational purview offers UG,PG and PhD programmes in Education. The college is an autonomous institution and is affiliated to Tamil Nadu Teachers Education University, Chennai and is accredited by NAAC at grade A+ with 3.42 CGPA (Third Cycle). The pivotal role of our institution is defined in terms of multiple dimensions enveloping technological advancement and the shifts in our value system. The entire machinery of our institution is geared towards the empowerment of women, downtrodden and marginalized sections of society. The college is situated in Palayamkottai, a vibrant and dynamic spot in the district of Tirunelveli about 4 km from Tirunelveli railway Junction and 2kms from the New Central bus stand. The town is located roughly 600 kilometers away from Chennai

ABOUT THE INTERNATIONAL SEMINAR

In an era of educational inclusivity, it is imperative to equip educators with the strategies needed to create truly inclusive classrooms, where children with exclusive needs can learn alongside their typically developing peers. This seminar emphasizes the importance of individualized learning, tailored to each child's specific needs, through methods such as Individualized Education Programmes, Differentiated Instruction and Response to Intervention. Leveraging technology plays a pivotal role in enhancing learning experiences, offering assistive tools and accessible materials. Additionally, the behavioural and emotional challenges have to be explored and addressed effectively to promote social-emotional learning. Professional development is essential to keep educators updated on the latest research and best practices. Legal and ethical considerations, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, are also to be considered to ensure that the rights of students with disabilities are upheld. Overall, the need of the educational sector is to take a crucial step toward creating an inclusive, supportive and effective learning environment, allowing children with special needs to thrive academically and contribute to a more equitable society.